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ABSTRACT

This trainer's manual is part of a set of training materials developed to help vocational rehabilitation workers improve their basic helping skills. It provides comprehensive instructions for conducting a three and one-half day training program focused on developing helping and counseling skills. Part 1 concentrates on training methodology, covering how to provide interpersonal skills training and eighteen principles of systematic training. Other contents include a group barometer to gauge emotional arousal, suggestions for the physical setting, and information on the importance of positive reinforcement. Part 2 contains five training modules on engaging, attending, responding, personalizing, and initiating. Materials in each module may include time requirements, objectives, suggested lecture points, and trainee activities with instructions for both the trainer and trainees. A pretest is provided in the first module and a posttest in the last. Sheets with helpee stimulus statements follow a bibliography. (YLB)

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Interpersonal Skills Training

Trainer's Manual

by

Robert L. Akridge **Bob L. Means** **Tim Milligan** **Roy C. Farley**

Arkansas Rehabilitation Research and Training Center
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Interpersonal Skills Training

Basic Helping Skills For Rehabilitation Workers

Trainer's Manual

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May 1978

Preface

A commonality among the developers of this training package is that we have all been involved in working with clients, teaching, training, and doing research. Our approach to helping is drawn from all these activities.

We borrowed from the work of Carl Rogers, B. F. Skinner, Frederick Perls, Charles Truax, Robert Carkhuff, Eugene Gadlin, and others. We made some contributions of our own.

We believe any concerned person can take the concepts and operations in this program and develop happier and healthier communication, and thus happier and healthier lives. We also believe the process of learning (and relearning) these concepts and operations will help you experience life as more meaningful and pleasurable.

It is important not only to learn about helping, but also to gain experience in giving and receiving help. Persons who both give and get help are much more likely to incorporate the skills and concepts. Thus, the program has an experiential focus. During the training process, each person operates in the role of helper about half the time and in the role of helpee the rest of the time. The program emphasizes mutual helping among the participants as the concepts and skills are presented in a helping context.

Equally important to the "growth group" atmosphere is the systematic training aspect of the program, which borrows heavily from Behavior Analysis Training.

We hope you will use this training package as a tool to facilitate your training. Although the format provides much structure, use the structure only as needed. We encourage you to explore alternate methods and activities to get the job done and hope you enjoy using this package.

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How to Do Interpersonal Skills Training

Training of Helpers

This training program in interpersonal skills is designed to help vocational rehabilitation workers improve their basic helping skills. The process of helping, or counseling, involves complex behavior. The total person of the helper becomes involved in the helping process. Therefore, training persons to become helpers sometimes requires major behavioral changes from the trainees.

The behavior of helpers, like the behavior of clients and others is a function of their:

1. Intentions (the person's beliefs, values and attitudes)
2. Knowledge (what the person knows)
3. Skill (what the person knows how to do)
4. Present or anticipated reinforcements
5. Habits (what the person is conditioned to do under certain circumstances)

Since intentions (beliefs, values and attitudes) provide a predisposition to act in a certain way, attitudes are the major determinants of whether helpers change their behavior after training (provided training successfully develops the necessary knowledge, skills, and habits).

Your Task - Changing Trainee Behavior

Investigators have repeatedly found that the most effective way of changing people's attitudes and beliefs is to induce them by some means or other to behave in ways that are discrepant from their current beliefs but concordant with the desired beliefs.

Investigators have also repeatedly found that telling people what they ought to believe and do is very ineffective for changing either attitudes or behavior.

If you, the trainer, keep trainees actively responding in the process of developing understanding, skills, and habits, and you do this in a context which is positively reinforcing - the attitudes of the trainees will change towards concordance with the helping behaviors they are engaging in during training.

Therefore, in systematic training, your major task is to keep trainees intensely engaged in activities which are discrepant to attitudes you wish to decrease and are in accord with attitudes you wish to increase. Systematic training provides a means for doing this. The desired terminal behaviors, which are very complex, are broken down into small sequential steps where each step is demonstrated by the trainer, and trainees are strongly reinforced for practicing each step. A major characteristic of systematic training groups is that group structure and process is used to influence individual behaviors; whereas, in many types of groups, the interaction of individual behaviors determine group structure and group process.

Research on attitude change shows that one person can influence another to the extent that he is perceived as: (a) trustworthy, (b) attractive, and (c) powerful. A training group is a powerful method for changing behavior. It is critical that you be aware of and own this power so that you can realistically assume responsibility for the results of the training group.

Trainee Resistance

A training group can be regarded as a microcosm of the world, and trainees are generally in the group as they are in the world. The training group constitutes a data field which is rich in potential stimulation. Trainees will respond to this potential stimulation in their customary manner. Some will seek out involvement with other group members and be eager to try out the activities suggested by the trainer, and others will display various degrees of resistance.

Trainees who engage others in personally relevant self-exploration and actively seek out ways to grow as persons and as helpers are more likely to engage clients in self-exploration and to be a constructive force for helping clients live more effectively than those trainees who resist involvement in the training process.

Because some of the training activities are inconsistent with some of the trainee's present attitudes, the trainer can anticipate a certain amount of resistance. Different trainees will communicate this resistance in different ways. In general, the trainees who demonstrate the greatest resistance to training will be the ones whose attitudes are the most discrepant from the attitudes implied by the training activity. These are the individuals who will gain the most from training when you are able to keep them engaged in the training process.

What To Do About Resistance

The most important thing to do about resistance is to conduct the training group in such a way as to prevent resistance as much as possible. The program is designed with this problem in mind, and at critical points, specific suggestions are offered to help you maintain an effective and non-threatening group climate.

There will, never-the-less, be some individual manifestations of resistance to which you will need to respond.

Keep in mind that you are modeling the role of helper throughout the training process. You know how to engage persons in self-exploration. That's what you are training the members of the group to do. Use the concepts and operations in this training program to help trainees explore their resistance. It is sometimes difficult not to take such resistance as a personal rejection. You will usually find, when you help trainees explore their feelings about the training process, that the resistance is to change, to being intimate, to fear of embarrassment, or to something in the trainee, and has very little to do with you or the program per se.

Occasionally when it turns out that the resistance is related to something you are doing, this will likely be helpful feedback for you. Such transactions also provide you an opportunity to model being a helpee, receiving and making use of feedback.

Principles of Systematic Training

Interpersonal Skills training is best conducted in a small group (6 to 12 persons). In addition to the particular programmed learning experiences, the group experience itself is an important part of the training. Many trainees have conditioned fear responses to interpersonal situations which may allow intimacy, conflict, physical closeness, etc. A training group is sufficiently interactional to provide many of the social stimuli which serve to activate feelings of anxiety and various defensive behaviors in some of the trainees. If the training group provides sufficient structure, support, cohesiveness, and warmth to allow these trainees to stay in the group (in the presence of the anxiety eliciting stimuli) and at the same time keep their anxiety below a certain threshold, then the anxiety response to these social stimuli will be extinguished or reduced. Although a training group is definitely not a therapy group, it is specifically designed and carried out to promote the personal and professional growth of participants. Some ways of conducting training groups are more effective for this purpose than others.

The following are important considerations for avoiding resistance and facilitating personal involvement in the training process:

1. Help trainees develop new (desirable) concepts and skills before trying to eliminate old (undesirable) attitudes and behaviors.
2. Consistently model and/or reinforce the general trainee behaviors you wish to increase such as the following:
    a. Actively practices each skill presented for the full allotted time.
    b. Actively listens and makes notations of information disseminated by the trainer.
    c. Engages in self-exploration with persistance and intensity.
    d. Attends to each group member and tries to understand each person as much as possible.
    e. Gives feedback in a helpful manner to other members about how he sees them.
    f. Communicates warmth verbally and nonverbally.
    g. Is enjoyable to be around.
    h. Gives the trainer and other group members regular feedback about how the training process is experienced. (Is self-revealing about here-and-now experiencing).
    i. Observes and comments upon how specific events in the training group demonstrate a particular concept or skill which has been or is being presented.

j. Takes reasonable risks to achieve his or her objective.
k. Encourages other members to stay on task.
l. Facilitates communication between other individuals.
m. Is expressive and intense in communicating.

3. Keep in mind the general trainee behaviors you wish to decrease and either ignore them, reinforce their opposite, use empathic confrontation, or mild punishment. The following are examples of behavior to decrease:

   a. Telling stories (relating there-and-then as opposed to here-and-now experiences).
   b. Debating philosophical, theoretical, or abstract issues.
   c. Explaining, justifying, or rationalizing his or her way of doing things.
   d. Making "polite" conversation.
   e. Being passive
   f. Putting people down.
   g. Appealing to authority.
   h. Using indirect methods of communication such as asking questions which really make statements ("Do you really think you will be able to do that"?).
   i. Trying to dominate, compete with, or being possessive of any other trainee.
   j. Always smile or laugh when communicating.
   k. Being superficially supportive.
   l. Prematurely giving advice.
   m. Ignores others affective experiences.
   n. "Apple polishing" the trainer.
   o. Playing a role.

4. Keep a positive orientation throughout the training.

   a. Teach people what to do and avoid dwelling on what not to do.
   b. Problem behavior always implies a need to develop alternative goal behaviors (focus on undeveloped strengths and potentialities).

5. Promote a group norm which encourages sharing of experience as opposed to encounter and other forced unmasking.

6. Be responsive to the diverse expectations different members bring to the group. Help trainees clarify their expectations.

7. After individual self-exploration, refocus back to the group.
    a. During the early phase such refocusing usually involves directing the groups attention to the next activity in the program.
    b. During the latter phase such refocusing may be to elicit the groups reaction and/or thematic self-disclosing from other group members.

8. When several group members seem to share a common feeling, make a group oriented reflection of feeling and meaning. Attempt to tie the feeling to an observable, behavioral event in the group's life.

9. Be as lively, enthusiastic, and intense as you can be, but the *Person* you are (genuine, real).

10. Relate in as personal a way as you can to individuals before, during and after the scheduled meeting. Mingle during coffee breaks, be empathic and attend members carefully. Seek out those who seem to need extra attention and time.

11. Be perceptive to and deal empathically with problems such as threat, competitiveness, negativism, and passive resistance when they first begin to develop, before they have time to adversely affect the group climate.

12. Use persuasion, influence, and expertise to maintain your leadership role. Resort to confrontation and/or negative reinforcement only when learning would otherwise be seriously impeded. When authority is questioned, use empathy.

13. Always demonstrate (model) each desired behavioral skill before expecting trainees to perform it.

14. Use positive reinforcement freely, particularly when trainees are first learning a new skill. Keep negative feedback to a minimum, using only ignoring, providing the correct response.

15. Encourage frequent and frank feedback from trainees concerning their perception of what progress is being made. Negative attention seeking behaviors which detract and are meant to be argumentative can be dealt with by ignoring or responding empathetically to the person.

16. Test during all the empathy phase and give immediate feedback.

17. Where practical, when the group has been working in dyads or triads, call them back together before dismissing or taking breaks. Brief sharing of experiences here will build group cohesiveness.

18. Pay attention to the general emotional climate of the group. Is it usually a happy place or is the atmosphere strained and tense?

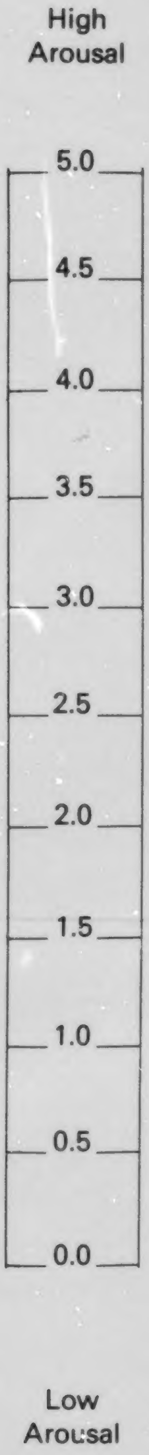
Group Barometer

Emotional arousal facilitates learning unless such arousal becomes excessive to the point of being cognitively disorganizing or results in the person withdrawing from the learning situation.

We have attempted to arrange the material so that new material is introduced at a time when arousal of most group members could be expected to be at a peak. This of course, is not entirely predictable so that the trainer needs to be aware of this "arousal effect" and constantly monitor the general energy level of the group. Group activities which elicit intense or intimate interaction, humor or physical movement will tend to generate excitement. Study the Group Barometer on the next page. This will help increase your sensitivity to how the group is functioning.

Group Barometer

(Level of arousal)



Screams of anguish and sorrow.

Open touching and caressing and/or physical expressions of anger or hostility

Very strong positive and/or negative feelings being exchanged among members

Generally high noise level — frequently erupts into laughter or confrontation

Intense physical movement and animation

Physical orientation of members indicates coming together

Moderate amounts of movement and animation

Moderate noise level — laughter sometimes seems real, but frequently is a mechanism for reducing tension

Some transactions are personal, expressive, and convey strong feelings

Members are cooperative in trying to follow trainer's suggestions, but display little spontaneity or initiative

Most members sound as though they're talking to the group (no *one*) rather than to some individual

Mechanically performing what seems to be expected

Most members appear grim and restrained

Very little physical movement and animation

Physical orientation of members indicates pulling apart

Members avoid looking at or touching each other

Very low noise level—conspicuous absence of laughter

Most members are listless, uncommunicative, appear bored or resentful

The Physical Setting and Management of Training Groups

The physical surroundings in which training occurs and the way the process is managed both influence training outcomes. The following suggestions will contribute to a cohesive group and will further help prevent trainee resistance:

1. Start and stop promptly at scheduled times.
2. Provide name tags (use first names). Always address trainees by first name.
3. Provide comfortable chairs arranged in a circle with the center open.
4. Have all training materials and lesson plans well organized so that the entire training process flows smoothly. It may be helpful to condense each unit to a brief sentence outline. Cards (3×5) can be kept convenient for reminders yet are unobtrusive.
5. Until you gain some experience as a group trainer, limit your group to six members. With experience, most trainers can handle twelve with little difficulty (work with multiples of three).
6. Have a supply of sharpened pencils or pens on hand.
7. The training room should be quiet, well lighted, and comfortable. Avoid large rooms such as auditoriums. A small, soundproof, carpeted room is best.
8. A tape recorder with good sound qualities is essential. Consider using auxillary speakers. Test the recorder in the training room before use to insure that volume and sound quality are sufficient.
9. A chalkboard or pad of newsprint and easel will be useful.
10. Trainees should be informed beforehand that casual dress is encouraged.

Overview of the Training Program

Getting Ready

This training program is composed of units which vary in length. The Table of Contents provides a topical outline of the total 3-1/2 day training program. There are more activities in the program than you will generally have time to use. Be selective and decide beforehand which ones you will leave out.

Make whatever changes you deem appropriate for the group receiving the training and take into account whatever constraints you operate under. Always write down whatever changes you make in the program before you meet with the group. If you have before you a well conceived, unified training program - it is easier to keep people following the program (staying on-task) than to prevent the hundreds of different ways people can get off-task.

Objectives

Each individual unit lists the objectives for that particular unit. Try to ascertain that each trainee is always aware of at least one major objective which is being pursued at any given time. Be sure the trainees understand the importance of active participation in the total training program including working through the *Workshop Primer,* attending all the small-group sessions, and working through the follow-up exercises in order to fully meet the training objectives.

A Plan for Training

GET THE TRAINEE'S ATTENTION.

PROVIDE A UNIFIED, INTENSE EXPERIENCE OF THE SKILL, CONCEPT, OR MOTIVE.

DEVELOP A CLEAR CONCEPTUALIZATION.

RELATE THE LEARNING TO OTHER IMPORTANT ASPECTS OF THE TRAINEE'S LIFE.

GET THE TRAINEE TO PRACTICE IN WAYS THAT ARE MEANINGFUL AND SATISFYING.

The Importance of Positive Reinforcement

Behavior which is followed immediately with positive reinforcement will increase in rate and intensity. In addition to modeling the behaviors you wish trainees to increase, it is critical to reinforce trainees' approximation of those behaviors.

There are many threatening and anxiety arousing stimuli in an IPS Training Group. It is important that the trainer structures and leads the group in a way to provide sufficient positive reinforcement to off-set the negative. Otherwise participants will physically or psychologically withdraw and will not extinguish their interpersonal fear responses.

Avoid using the same reinforcers over and over.

SOCIAL REINFORCERS

Non-Verbal

1. Smiling
2. Touching
3. Standing close to or leaning toward
4. Eye-level contact with trainee
5. Nodding
6. Hand signals

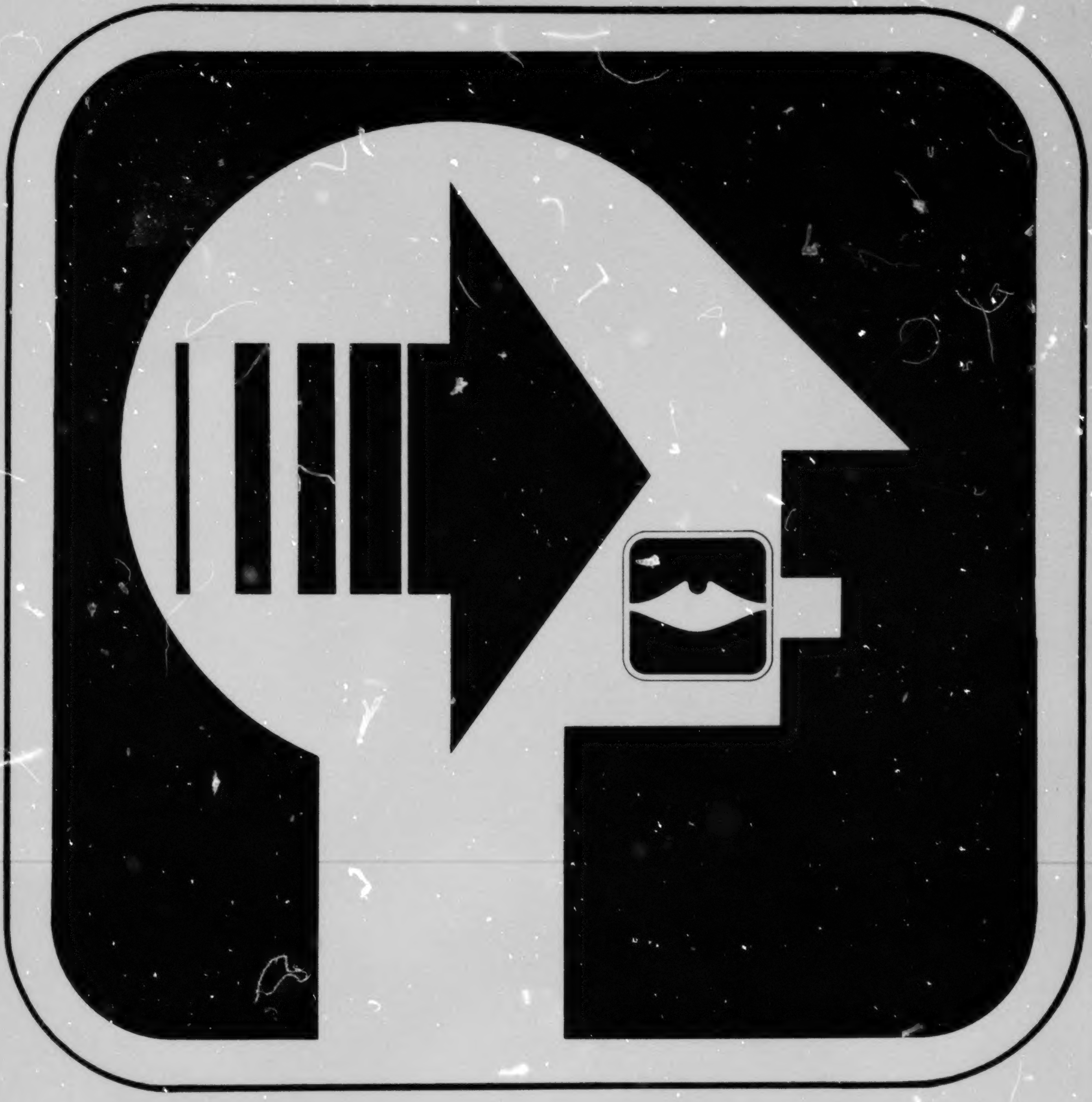
Verbal

Comment on positive aspects of trainee's performance or effort to perform.

1. Good, very good, great, right-on, etc.
2. That was fantastic, the way you______.
3. You're becomming more______in your response.

Comment on your feelings about trainee's performance or effort to perform.

1. I really liked the way you matched John's intensity when you responded to him.
2. I'm really excited about the progress the group is making.



ENGAGING

Strength Bombardment

(Getting to know and respect each other)

From 2 to 3 hours, depending upon size of group. If more than nine (9) participants divide into two groups. Trainer addresses both groups when he introduces each activity.

OBJECTIVES:

1. To permit trainees to know each other deeply and generally experience strong positive feelings toward each other.
2. To increase trainee's tendency to look for and respond to the strengths and positive qualities of other persons.
3. To develop a greater awareness in trainees of how they relate to others.
4. To facilitate trainees to begin to respond to the trainer as a person.
5. To collect information about each participant's personal construct system to be used in a later exercise.

INSTRUCTIONS TO TRAINER:

1. The following structured group activity is carefully designed to accomplish the above objectives. It is important to get right into the activity as soon as you start interacting with the group. In order to avoid ritualistic time-structuring, small talk, and long winded explanations, turn on the mood music and place a Participant's Manual in each chair. Place name tags in a visible place where people will see them as they come in. Either leave the room or keep yourself busy making preparations until time to start.

2. The major emphasis of the activity is on sharing and on responding to each other's positive attributes and strengths. Each time around the group the trainer and the trainees share more of themselves so that mutual understanding is gradually increased.

3. At the end of the interaction the trainer reinforces the group for their progress towards becoming a cohesive group and relates the experience to the concept of taking a positive approach in rehabilitation (See lecture - near the end of this unit).

ACTIVITY:

Instructions to Trainees -

In order to become better acquainted, we will go around the circle and each person tell who you are and what you really enjoy doing.

Instructions to Trainees -

On page 73 of the Participant's Manual is a form for writing each person's name (on the outside of the circle). Each time we go around, write down one positive adjective for each person in the group.

With each activity the trainer should start and model the type of response expected, then call on the person next to you. Besides training to identify and acknowledge positive qualities, another major objective of this exercise is to build group cohesiveness and mutual liking and respect among members. (Also the data which is generated can be used to better understand the present functioning of trainees. See diagnostic section at the end of this exercise.)

Instructions to Trainees -

Now we will go around the group and each person tell what object, possession or thing you have which symbolizes something special, some special meaning for you. Like if you had to drastically reduce the number of your possessions, something that you would *least* want to get rid of.

Trainer remember to share something of yourself first. Genuineness means letting what you do and say accurately reflect who you are as a person. Remind trainees to write down the strengths and positive qualities they are reminded of each time a person responds to one of these exercises.

Instructions to Trainees -

This time, tell of one achievement of yours which really made you feel good.

Instructions to Trainees -

Think of a peak experience you've had and relate it to the group. Share an experience which for you generated some very strong feelings - either positive or negative.

Instructions to Trainees -

> Now I want all of us to focus on each person for about three minutes. Each one of us, in turn, will look at the person, tell the person the positive adjectives we have written in reference to that person and tell them why you perceived the particular strengths or positive qualities. I will begin by telling. . . . . .

Every exercise provides opportunities for you to model and reinforce good attending behavior and appropriate body language and for you to model the desired openness and genuineness you wish the group to develop.

When giving feedback in the above exercise, some participants will look at you rather than the group member they are talking to. Continue looking at the person who is receiving feedback. The person giving feedback will eventually shift his attention back to the intended recipient.

Some participants may talk to the entire group rather than to the topic person when giving feedback (John is______). Correct by inserting the correct response (John, you are______).

Reinforce the group for the progress they have made in moving toward a cohesive working group - commenting on two or three specific manifestations of this such as moving closer together, less anxiety, etc.

Make the point that. . . . Certain helping techniques such as confrontation are harmful unless carried out in the context of a therapeutic relationship. Therefore, our first task is to build for ourselves a safe environment within which to practice these helping skills.

Throughout the Participants Manual are "Learning Accelerators." They are intended to draw attention to some ideas that may be helpful, and are generally self-explanatory. The trainees should be asked to comment on any that elicit a strong response.

A Positive Approach to Rehabilitation

Help the trainees acquire a set to take a positive approach to rehabilitation by developing the following points:

1. Rehabilitation can be approached either from the standpoint of removing or minimizing a person's faults, disabilities, or sickness; or from the standpoint of providing a growth experience which facilitates the development of a person's potential, understanding, skills, and resources.

2. The most remedial treatment you can give anyone is to recognize the person's strengths and positive qualities and to help the person get in touch with and accept his or her strengths and positive qualities.

3. The particular disability which allows you to qualify a person for assistance is *not* necessarily the most productive area of focus for rehabilitating the person.

Example:

If a person loses his eye sight and consequently stops taking the initiative in responding to his environment he will quickly begin to accumulate a lot of problems.

The process of helping could focus on each of these individual problems, but such an approach reinforces the person to experience himself as a problem. A more productive approach is to help the person take the initiative in responding to his environment through whatever response modes he has available.

Diagnostic Procedure

The input which this group process develops can help the trainer understand where the trainees are now and which ways they need to grow. It is an especially useful technique to get information about what each trainee's potential constructs are which he uses to construe or comprehend the interpersonal events going on around him.

Step 1: At the end of the exercise ask the group members to tear out Page 73, put their name on it and turn them in. Tell participants that this data will be returned in a later exercise.

Step 2: For each trainee, make a list of all the adjectives used to describe the behavior he observed. Across from each adjective, write its opposite.

Step 3: For each trainee, group the bi-polar dimensions which are similar together. Select one pair which best represents that group. Assign it a potency rank according to how many times it or one of its synonyms were used.

Step 4: Study the data for each person in order to determine the following:

How comprehensive is the person's construct system for describing (understanding) interpersonal behavior?

(1) How much information did the person process relative to other group members (after you conduct a few groups in a particular setting you will accumulate broader based norm data)?

(2) Were the constructs varied across many possible dimensions or were they clustered into very few dimensions?

(3) Did the person avoid any dimensions that were used by most members of the group?

The input from this exercise is similar to the exercise, "How You Relate to Significant Others", in the Workshop Primer. During the unit on Summary Feeling Statements and Rating Responses return this information to the group, have them compare with results of the significant others exercise and explore this information with a helper in the group during practice session for extended interchange.

ACTIVITY: Give participants a break at this time.

Feedback at this time, when it's not really necessary, can be a part of engaging the group. (It shows you to be an honest and trusting person when you "show your hand" early enough to allow the group time to punish you if the group wanted.) At the end of training, you are obligated to furnish each participant information as to where he is in the training program. The earlier you start this process the easier it is for you to give feedback and for the trainee to receive (integrate) feedback.

Therefore, rate the pre-tests during break so you can return them as an introduction (attention getting) to Unit Three - Introduction to IPS Training. (Comment only that the ratings are on a 9-point scale and then go immediately into your introduction to IPS Training.)

Try not to let rating the pre-test prevent you from also interacting with group members during part of the break.

Remember to take the pre-tests back up so you will be able to use them for evaluation.

Pre-Test

Page 4 Participant's Manual

30 minutes

OBJECTIVE:

1. Trainees will make written helper responses to five recorded helpee statements for the purpose of establishing base level data descriptive of each participant's degree of facilitativeness in helping.

LECTURE:

Introduce pre-test. (Response sheet on page 4 of the Participant's Manual)
Explain the importance of establishing base level data.
Explain the importance of feedback in learning.

ACTIVITY:

Play tape with five stimulus statements. Have participants write their responses.

Have participants tear out that page, put their names on them, and hand them in to be rated on the Facilitation Scale.

Giving and Receiving Feedback

GIVING AND RECEIVING FEEDBACK

are Operational Schemas

which serve to

increase the effectiveness of

these helping behaviors:

Engaging
Attending
Responding
Personalizing
Initiating
Evaluating
and
Follow-Through

Therefore

GIVING AND RECEIVING FEEDBACK

is to be

Modeled Frequently

and

Reinforced Strongly

and

Reinforced Frequently

Introduction to IPS Training

Page 6 Participant's Manual

30 minutes

Note to Trainer:

Under the assumption that you desire persons in the training group to have a certain cognitive and emotional set, we have scheduled 30 minutes for you to make whatever statement you wish to the group.

If the statement is restricted to a lecture medium, we recommend limiting the time to around 10 minutes.

OBJECTIVES:

After studying the complete program and after considering the group to which the training will be directed, write your objectives for this unit in operational terms.

ACTIVITY:

What strategies will you employ to accomplish your objectives?

Starting on the following page is a sample introductory lecture (about 10 minutes) which makes use of a chart that shows a Model for Helping on page 6 of the Participant's Guide. (Make whatever additions or deletions you wish.)

A Model for Helping

ENGAGING THE HELPEE

1. People sometimes need help in order to make the most out of their experiences. If they don't get enough effective help from friends and relatives, counselors may provide the help. The major difference between friends as helpers and professional helpers (counselors) is that counselors are accountable for getting results whereas friends are usually accountable only for having good intentions.
   a. If counselors are accountable for getting results, then a part of your role includes the commitment and skill to engage clients in the helping process.
   b. If you are accountable for securing a given result, then you need a plan for helping which depends primarily on what you do - since you have no direct and absolute control over anyone else.
   c. This training program proposes such a plan and helps you develop the necessary skills to put the plan into operation.

2. If you're going to be a helper to a person, then you first *engage* that person.
   a. There are numerous ways you can engage a person: (1) In a fight, (2) in making love, (3) in "pastimes" and game playing, or (4) you can engage the person in self-exploration.

Instructions to Trainees -

Look at the Chart on page 5 of your Participant's Manual. (Pause until everyone is looking at Chart.)

All of this information taken together is a MODEL for HELPING.

The model shows: What the helper does to facilitate a client's self-exploration.

How self-exploration generates understanding and action.

Remember that the first consideration in helping is to engage the person in self-exploration.

ATTENDING TO THE HELPEE

The consistent communication of accurate and intense empathy is the most effective means for: (a) engaging a client in self-exploration, and (b) reinforcing a client to increase the rate and intensity of self-exploration.

Instructions to Trainees -

Notice on the chart that EMPATHY is the first of several conditions that are provided by the helper.

Empathy is communicated through attending responses.

The importance of the condition of Empathy and of attending is continuous throughout the helping process as the other conditions are added on.

The role of INTENSITY is also central and continuous.

The more affective intent an interpersonal message has, the more it is true that the "medium is the message," or

How you say it is often more important than what you say.

Empathy with intensity has a different effect from Empathy without intensity.

EMPATHY with INTENSITY has the effect of engaging the client in self-exploration and of reinforcing the client to increase the rate and intensity of self-exploration.

RESPONDING TO THE HELPEE

1. There are at least eight primary conditions which the helper provides for effective helping – each of these primary conditions: Empathy, respect, genuineness, self-disclosure, immediacy of experiencing and immediacy of relationship, concreteness and specificness, confrontation and intensity – is related to the rate and intensity of helpee self-exploration.
    a. The model shows that the helper's responses gradually incorporate successive conditions to form an organized process of helping which is greater than the sum of its parts.
    b. Intense empathic responding in a manner which incorporates the next five conditions - respect, through concreteness - will generally lead to confrontation.

c. Confrontation results in the helpee becoming cognitively and experientially aware of his discrepancies.

d. Confrontation is always followed with empathy so as to help the person incorporate the disowned parts of himself.

Confrontation is generally more helpful when directed to disowned strengths and undeveloped potentials than to weaknesses.

2. In order to be facilitative the helper needs to be aware of and accepting of his/her own feelings (so you can let out what is helpful and delay what is unhelpful).

PERSONALIZING THE HELPEE'S SELF-EXPLORATION

1. Helpee self-exploration, which is elicited and reinforced through providing the facilitative conditions shown in the chart, is a process whereby individuals observe *what* they have done, are doing, and what to do, *how* they do these things, and *how* they feel about their experience.

   a. The function of counseling is to facilitate self-exploration in the same sense that effective teaching facilitates learning.

   b. Some kinds of self-exploration are more growth provoking than others:

      (1) Self-exploration which focuses on here-and-now experiencing.

      (2) Self-exploration which synthesizes feeling, thinking, and action.

      (3) Self-exploration which focuses on strengths (undeveloped potentials).

      (4) Self-exploration which is specific to the person's immediate relationships and experiences in very concrete terms.

INITIATING HELPEE CHANGE

1. When the helpee is faced with a particular developmental task, providing the necessary conditions for self-exploration plus the feedback provided by the helper leads to helpee understanding, action, evaluation and further exploration.

2. Through the process of modeling, shaping, and differential reinforcement, the helper can influence the helpee's growth along key behavioral dimensions as he responds to the helpee's self-exploration.
   a. Specifically, responding to a helpee the way this training prepares you to do has the effect of influencing the helpee to become: (a) more self-directive, (b) more open and self-revealing, and (c) more likely to be aware of his feelings and assumptions and to accept responsibility for himself.

   b. As the helpee gets more in touch with his/her own experiencing, the helper is able to assist the helpee formulate goals in operational terms.

EVALUATING HELPEE CHANGE

1. Formulating goals in operational terms means designating objective criteria for determining when the goals are met.

2. One goal of all helping is to increase the helpee's skill and tendency to engage in constructive self-evaluation.

Direct Trainees to Page 6 in the Participant's Manual

SUMMARY OF HELPING

Engage the helpee in self-exploration.
Attend to the helpee.
Respond to the helpee.
Personalize the helpee's self-exploration.
Initiate helpee change.
Evaluate helpee change.

Note to Trainer:

Since training is helping, the same processes as those described above are involved. You have, by this time, already engaged the trainees in the learning process through attending and responding to them. It is important as you work through the program to help the trainees *personalize* the training experience.

ATTENDING

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Attending the Helpee

Page 10 Participant's Manual

30 minutes

OBJECTIVES:

1. Trainees will be able to list and describe the attending behaviors presented.
2. Trainees will be able to explain the probable results of attending the helpee.
3. Trainees will be able to demonstrate the attending behaviors given below.
4. The typical interpersonal behavior of trainees will reflect more attending behavior both within the group and outside the group.

Instructions to Trainees:

Everyone please close your eyes and with both hands feel of the space above your head and then gradually explore all the space around you. Persons generally think of this space as part of themselves. Notice your reaction when you invade someone else's space or when someone touches you.

LECTURE:

Develop the following points concerning the concept of attending:

1. Attending a person is an active process which to some degree invades the helpee's body space.
2. Attending means being totally with a person - physically, emotionally, and intellectually.
3. Attending is for the purpose of engaging the helpee in intense verbal interaction where the main focus is on the helpee's self-exploration.
4. Attending is energizing for helpee and helper.

5. The first four or five minutes of contact with the helpee is critical because the pattern of interaction tends to become set during this time.

Refer trainees to page 10 of the Participant's Manual where the following elements of attending behavior are listed:

1. Put aside what you are doing and give the person your full attention.
2. Maintain a friendly, relaxed manner.
3. Stay as close as you can without making the person too anxious.
4. Keep your body trunk and major appendages oriented toward the person– maintaining a slight forward lean most of the time. Avoid assuming a rigid, frozen posture.
5. Maintain eye contact, but avoid staring.
6. Give the person ample opportunity to respond to you first by communicating a readiness to listen.
7. Use expressive gestures which encourage the helpee to continue communicating such as: smiling, nodding, and hand movements.
8. If the person doesn't begin or continue to communicate verbally, then you respond to him or her.
    a. Try to avoid introducing extraneous material such as small talk, questions, etc.
    b. Really look at the person and try to imagine what is happening and put this into words.

Example:

I see you're on the edge of your chair and shuffling your feet, and I imagine you're feeling nervous and wondering how to get away from here.

ACTIVITY:

Trainer demonstrates several effective and ineffective attending behaviors and has group identify each.

Positively reinforce all verbal responding from participants. If the response is inaccurate or incomplete, reinforce the attempt to answer and shape the response.

Example:

> If trainee says, "Your body position is off," trainer says, "Yeah! You're getting the idea - describe it more specifically."

Break the group into pairs (dyads) and let them practice attending to each other and commenting upon each other's attending behavior.

Trainer moves among the dyads shaping behavior where necessary. Be sure to reinforce expressive animated behaviors. Always elicit as much information about the on-going behavior as possible from the dyad itself. You could say, "What positive things did you pick up about his attending behavior? Good, did you notice that he touched your arm once - how did you feel about that?"

Prepare for introducing next topic - body language.

As the dyads finish practicing the specific attending behavior presented they will tend to move into unstructured conversation. This reduces tension and builds group cohesiveness. After a *few* minutes (2-5) when this interaction reaches a peak, get the group's attention and introduce the next topic.

Note to Trainer:

Notice that you have already been dealing with body language from the very beginning of the training. This pattern is followed consistently so that when you give the group didactic instructions, it is mostly a matter of pointing to what's already there.

Always try to tie into what's going on in the group at the moment when you wish to initiate a new activity or provide instruction. For example, in introducing body language you may say something like:

> **Instructions to Trainees -**
>
> Hold your position right where you are without moving--Note your own body position and some of the other people in the group--Now shift any way you wish. Notice how you have to change to focus your attention on me and away from the other person.

Attending the Helpee's Body Language

Page 13 Participant's Manual

1 hour

OBJECTIVES:

1. To increase the trainees' tendency to attend to body language cues which contribute to understanding what the other person is experiencing.
2. To teach skills that enable trainees to interpret body language and relate body language to verbalizations.
3. To increase trainees' awareness of the messages they transmit with their bodies.

LECTURE:

Develop the following points:

1. People communicate both verbally and nonverbally.
   a. From 60 to 80 percent of all interpersonal communication is nonverbal.
   b. In helping it is important to pay as much attention to what the person is doing as to what he is saying.
2. Reading body language is a matter of empathic looking.
   a. The cues make sense only within the person's frame of reference.
   b. Everything a person does has meaning, but most of these meanings are peculiar to the individual.
   Such meanings are understandable only in relation to the person's other meanings (construct system).
3. There are some fairly common signals which mean about the same for everyone in a given culture.
   a. People frequently rub their necks when relating or remembering an unusually trying experience.
   b. People frequently shake their heads sideways when affirming something they don't really feel.

c. A sigh usually indicates relief from tension after a decision has been made.

d. A person's arms folded firmly and high across the chest is a gesture of refusal - especially if accompanied by frowning, leaning forward, or tightly pressed lips.

4. Body language cues which are most significant for helping are signals which follow a repetitive pattern which is unique to the individual.
   Such cues may add to or contradict what the person is saying verbally.

Example:

A group member who kicked his right foot every time he said something the trainer didn't believe.

ACTIVITY:

Instructions to Trainees -

Now I will demonstrate some common feelings, and you try to guess what they are.

1. *Depression:* slump over in chair, head down, try to feel and appear listless - imagine yourself holding back a cry.

2. *Anxiety:* make short moderately rapid movements with your foot and tap with your fingers - imagine yourself not being able to get enough air.

3. *Fear:* push back your chair, sit very still and erect, display startle response - imagine you're facing some dangerous foe.

4. *Anger:* clench your fists, display a fixated stare, tighten your jaw, and lead with your chin - imagine yourself about to obliterate someone who has grossly mistreated you.

5. *Joy:* focus your attention on someone in the group who elicits especially strong positive feelings in you. Select someone who appears to have an unusually large capacity for finding enjoyment in small everday kinds of experiences. Smile at that person and try to convey the admiration you feel - imagine yourself floating in a sea of human warmth and pleasantness.

Portraying and Recognizing Feelings

Instructions to Trainees -

(a) Form new dyads.
(b) One member expresses a feeling nonverbally, other identifies the feeling.
(c) Switch partners, repeat.
(d) Continue 5 or 10 minutes, until interest subsides.

Note to Trainer:

Trainer moves around the room and reinforces almost any attempt to model a behavior so as to encourage openness and expressiveness on the part of the trainees.

Have available some slips of paper designating feeling states which are easy to portray so that if any of the dyads are having trouble getting started you can hand them one or two.

After everyone appears to have had opportunity to practice and while the general energy level of the group is still high, call the group's attention back to you and present the remainder of the material on Body Language.

Body Language: Specific Uses

LECTURE:

Explain the following application of interpreting body language.

A. Initial Contact - the helpee is having difficulty getting started with verbal self-exploration.

Example:

"The way you're clenching your fist and clamping your jaw, I imagine you're really angry about something!"

B. To Break Long, Unproductive Pauses - help the person get started with self-exploration again.

Example:

"I pick up that you're feeling very bored with what's been going on between us the past 10 minutes and yet you seem reluctant to explore any areas of real concern to you."

C. Indicates Discrepancies - the helpee is actually experiencing one thing and verbalizing another.

Example:

"You've made several references to how well you get along with your boss, and yet every time you mention this, you clench your fist, tighten your jaw and blink your eyes as though one part of you really wants to smash his face in.

D. Interrupted Emerging Emotional Feeling - when a helpee interrupts an emerging emotional feeling, there is usually an identifiable physical manifestation of this interruption. Some persons cough or clear their throat, some put their hand over their mouth or touch their head in some unique way. It is necessary to attend the helpee carefully in order to pick up each person's individual pattern.

Note to Trainer:

There is no essential difference between training and helping. When you are conducting a training group, you teach by example (model) how to be a helper as you attend to and respond to the trainees.

After you help the trainees discover the signals they send off when they block a feeling, then they will begin to discover what particular feelings they block and in what kinds of situations.

To the Trainer

The Importance of Active Responding

This note is to remind the trainer of the importance of structuring learning experiences so that trainees are involved in active responding as much as possible. Active responding includes at least three components: (a) motor response, (b) affective response and (c) cognitive response.

All of the activities up to this point dealing with attending behavior and nonverbal communication include movement as part of the required response. Many of the subsequent activities are such that at a particular time, one helper and one helpee are responding to each other while the rest of the group observes and gives feedback. In these situations,the trainer consistently reminds the group members to write down the feelings they hear the helpee communicating before the helper responds. This will increase active responding and thus learning. Trainees will tend to stop writing their responses unless the trainer consistently provides cues and reinforcement for doing so.

Listening to the Helpee

Page 18 Participant's Manual

30 minutes

OBJECTIVES:

1. Trainees will be able to state seven characteristics of good listening.
2. Trainees will be able to demonstrate effective listening skills.

LECTURE:

1. The major impediment to effective listening is thinking about what you are going to say instead of attending to what the person is experiencing.
2. People can listen faster than people can talk.
   Unless you spend the lag time actively attending the person you will begin to free associate to random words in the person's dialogue.

Example:

If the helpee uses the word "house," you may start thinking about painting your house next spring.

3. Refer trainees to the diagram on page 18 of the Participant's Manual following elements of listening:

   a. Face the person.

   b. Move toward the person.

   c. Lean towards the person.

   d. Maintain eye contact.

   e. Initially suspend your judgement (be descriptive — not evaluative).

   f. Practice waiting before you respond (a way to assure that you listen all the way through rather than starting to formulate a response or going off into your own head trip).

g. Have a reason for listening (this will suggest a way of organizing what you're hearing).

h. Reflect on the context of what you are hearing the person say and on how they are saying it.

i. Relate what you hear the person saying to what you see the person doing.

ACTIVITY:

Trainer asks for a volunteer to relate a recurring dream or fantasy. Trainer models the role of helper. (If no one volunteers, the helper should choose a person to relate a dream.)

a. Do *not* get involved with trying to make psychological interpretations of the dream.

b. *Do* demonstrate the listening skills listed above, giving sufficient feedback to illustrate Items g, h, and i.

Hand out helpee stimulus statements located in the back of this Manual. Be sure to give them out in order A-L because the first statement on each page gets progressively longer. These statements are to be used for the listening exercise which follows.

Instructions to Trainees -

Form dyads with a person in the group starting with (person who received Page A). You be the first helpee and make your statement to the person on your right. Get the statement clearly in mind and say it with as much feeling as you can. All feelings can be classified under four main categories: elation, anger, fear, or depression. The kind of feeling you should try to get into and convey is indicated at the end of each statement in parenthesis.

The person who is helper will practice all the rules of good listening. Remind the helper to pause after the helpee stops talking – then repeat back verbatim what he heard.

Always build in success. The statements start off short and gradually get longer. Be ready to move into another activity if people appear to be getting bored.

One major objective of this exercise is to model the kind of helpee statements you wish trainees to make, that is, self-reference statements which convey a lot of affect. Be *sure* to positively reinforce members who put a lot of feeling into their role playing.

Identifying Feelings

Page 19 Participant's Manual

1 hour

OBJECTIVES:

1. Trainees will be able to state the four major categories of feeling words.

2. Trainees will be able to state five characteristics of an effective affective label.

3. Trainees will be able to accurately label the major feeling in at least 90% of the helpee statements presented.

LECTURE:

Most human feelings fall in one of four categories:

Elation
Fear
Anger
Depression

Instructions to Trainees -

Turn in your Manual to page 19 where you will see a list of words. These are feeling words. They are arranged according to the four categories: elation, depression, anger, and fear. The feeling words are also arranged according to high, moderate, or low intensity. Listen first to what category the feeling is in. Then find the label which best meets the following criteria.

When labeling feeling, select the word which is:

the most accurate

the most specific

the most concrete

the most intense

the most expressive

representation of the actual immediate experience.

ACTIVITY:

Instructions to Trainees -

Remember what you have learned about listening - we're going to listen to these recorded statements made by some persons who were seeking help. In your Participant's Manual on page 20 you will see IPS Response Form I: Empathy Training, with blanks numbered form 1 to 20. There will be 20 statements on the tape. After each statement there will be a pause to allow you to write down the main feeling you heard, also note the category and intensity. Then on signal (when I hold up my hand) everyone say their word at the same time. This way, we can get a consensus each time against which to check our opinions. After the group agrees on the best affective label, write it in the appropriate blank. Ignore the stimulus column for the time being.

For the first five statements you only need to discriminate which major category the feeling is in: elation, fear, anger, or depression. Then we will begin to listen for more specific labels.

Trainees who are more accurate in identifying feelings also tend to call out their words earlier. Thus the more effective discriminators shape the behavior of the less effective discriminators.

After 20 trials the group will be approaching consensus.

The active verbal responding will raise the energy level of the group so that this is a good time to present the next unit.

Permission for Personal Involvement

PERMISSION

The reason that IPS is done

in small groups

is that

it is desirable

for the Trainer

to Personally Engage

and eventually Confront

each

Trainee

Confrontations to Strengths
are to be emphasized!

RESPONDING

Responding to a Person's Feelings

Page 21 Participant's Manual

1 hour

OBJECTIVES:

1. Trainees will be able to explain the adaptive role of emotions in human behavior.

2. Trainees will be able to explain the therapeutic and growth provoking effects of training a person to label, accept, and express feelings.

3. Trainees will be able to accurately label 90% of the feelings expressed to them.

4. Trainees will be able to convey specific feelings in role play.

LECTURE:

Develop the following points:

1. In the last unit you learned to identify feelings. Remember that you identify a feeling, but that you respond to a *person* who is feeling.

2. Helping is a matter of actively engaging a person and through the way you respond to him - lead him into engaging in self-exploration.
   The most effective way of doing this is to respond to the person's feelings.

3. The essential reason for responding to a person's feelings is to help the other person get more into their own experiencing so that they "block" or "distort" less - and learn or experience more.

4. *It is not sufficient to wait passively for the client to initiate self-exploration.*

Instructions to Trainees -

Look at the chart on page 22 of your Participant's Manual.

1. On the chart, Dick is in contact with more experiencing than Tom or Harry so his stimulation/excitation level is higher.
   - (a) Dick processes more information and demonstrates a higher energy level.
   - (b) He appears to be more "alive" and to be developing more of his potentials.
2. People tend to maintain their customary levels of stimulation/activation.

   Your plan for helping most clients will include raising their stimulation/activation level so they will be receiving more inputs, processing more information and producing more total outputs.
3. Many clients have shut out most of the world of sensual experiences and shut themselves off from experiencing feelings for such a long time that they have reached a point where they no longer feel much of anything.
4. Helping such "unmotivated" individuals involves the following:
   - (a) Training them to attend to their environment,
   - (b) Training them to label their experiencing and,
   - (c) Training them to express themselves through more intense transactions with the people around them.

Instructions to Trainees -

Look at the stimulation or input side of the chart on page 23 of the Participant's Manual.

Develop the following points:

1. As a person develops sharper contact with his environment (counseling session or training group), that is, the more he sees, hears, smells, touches, or tastes, the more his general level of excitement will go up.
2. This generalized excitement is experienced as anxiety until the person labels it as a particular emotion and discovers a relevant context within which to express the feeling.

Here are some other reasons why *Labeling the Helpee's Feelings is So Important!*

1. As long as you help the person label his feelings you can keep pushing the client to attend his environment without overwhelming the person with anxiety.

2. The person learns the affective labels which you provide so he can begin to label his own experiences.

3. Labeling the feeling and relating it to a concrete context allows the person to begin to experience the feeling and then to express the feeling.
   - (a) In many situations, this results directly in more adaptive behavior.
   - (b) The gunny sacking concept; i.e., people store negative feelings until their "gunny-sack" gets full, then they dump it all at one time.
4. Completing the emerging emotional experiences which the person had been blocking gradually removes (extinguishes) the conditioned inhibitions of the person so that he or she is free to experience whatever is actually happening.

ACTIVITY:

Instructions to Trainees -

On the space provided on page 24 write the name of a feeling which you will be able to convey. Then write out a statement that you could make to me which conveys that feeling.

For example, if I were doing this I might select the feeling of anger and say: (slap notebook) "damn it, George, - I wish you'd stop borrowing my car and bringing it back empty!"

Pause until about 2/3 of the group stops writing.

ACTIVITY:

Instructions to Trainees -

Starting with [*pick a trainee*] and going around to the right, make your statements to me and I will try to pick up what you're feeling. I will pause each time long enough for each of you to write down the feeling you heard before I respond. (See response sheet on page 24 of your Participant's Manual.) Be sure to put as much feeling into your statements as you can.

Respond to each person with: You feel________.

Remember to model effective attending behavior.

Make expressive and intense responses.

Remind participants who are not responding to write the feeling they hear.

ACTIVITY:

Instructions to Trainees -

Every other person going to the left from________will be helpers in the next activity and alternate persons will be helpees. Starting with________make a statement to the helper on your right. The helper will respond with, You feel________. Helpers pause long enough before you respond for other group members to write the feeling they hear. (See response sheet on page 24 of your Participant's Manual.)

Anyone who is not yet ready to share your own experiences with other group members may use the list of helpee statements which were passed out earlier. If you role play, remember to put yourself into the role as much as you possibly can. *The very essence of empathy is being able to put yourself in another's role. Acting other roles is an effective means for developing this skill.*

This is a critical skill and a critical point in the development of the group.

Keep the activity moving.

Make sure everyone uses the response format: You feel________. If they don't, you say it after they make their response.

If the helper hesitates, cue him thus: You feel________(gestures such as stretching your hand from close to your mouth outward with palm up sometimes helps).

Don't let people struggle long enough to get frustrated – make the response for them or ask someone in the group to help.

If helper interjects words such as, You feel "like" or "that"– interrupt him with the cue, "You feel________."

After everyone has responded correctly, specifically point out that if the helper uses the word "like" or "that," he won't be labeling a feeling. Try to develop sufficient sensitivity to this cue so that helpers will hear themselves when they say, "feel like" or "feel that." (When you're talking about this, shout the words loud enough to startle the group.)

Point out that when a person uses the expression "feel like" or "feel that," they really mean think instead of feel.

Example:

> "I feel that we've beat this subject into the ground." Really means, "I think we've beat this subject into the ground and I'm beginning to feel irritated because I don't like to waste my time."

When the helper identifies a feeling which is not specific or intense enough, the trainer follows his response immediately with: *And how would that make you feel?* ____________________

Example:

> Helpee: "Well, I'm laid off again. The fourth time in eight months. That usually means that they're trying to tell the person something."
>
> Helper: "You feel discouraged."
>
> Trainer: "And how would it make you feel to be discouraged about not having a job?" ____________________
>
> Helper: "You feel fearful."

Review these four guides to responding to a person (Page 21 Participant's Manual):

1. Attend to the person.
2. Pay attention to what is going on in you (this enables you to let out some of the helpful and delay some of the unhelpful.
3. Have a constructive plan for helping - a guide for your looking, listening, and responding.
4. Let the response be an impactful message - convey strong feelings, effective thinking, and smooth spontaneous action.

Responding to a Person's Feelings and Meaning

Page 25 Participant's Manual

1 hour

OBJECTIVES:

1. Trainees will be able to label the primary feeling and the essential meaning of 90% of the helpee communications segments they are presented with.

LECTURE:

Develop the following points:

1. You engage the helpee in self-exploration by labeling his present feeling.

2. The impact of this message is increased when the feeling is related to the specific, concrete, and immediate experiencing of the helpee.

3. We have learned to label the person's feeling: You feel________. To integrate the feeling and meaning, you look for the stimulus that in the helpee's view caused the feeling:_________________________________.
   You feel____________because______________.

4. The stimulus will most frequently be: (a) a behavior of someone, or (b) an illogical assumption held by the person.

   Client says: "Just because I hurt my back riding a motorcycle instead of working, I don't get any consideration at all around here!"

   You really feel angry because you think you're getting crapped on, and with no good cause.

5. The focus is always on the helpee's world (perceptual field) from the perspective of the helpee – the helper must pay attention to the helpee's feelings in order to understand the helpee's meaning, because people emphasize with feelings—not with words.

6. **In addition to engaging the helpee in self-exploration and influencing the helpee to increase the depth and intensity of self-exploration, responding to the feeling and meaning (You feel _______________ because ________) of the person helps to integrate feeling and thinking.**

7. **Responding to the feeling and meaning expressed is the most effective means for developing a relationship which supports self-exploration.**

ACTIVITY:

Have each trainee make a statement to you. You respond as the Helper. Be sure to label the feeling and the stimulus for the feeling.

You feel__________because____________.

Try to elicit a statement from everyone.

Remember to model effective attending.

Let yourself get "into" the emotion being expressed even though it will be heavily veiled at first.

Keep your responses interchangeable and slightly additive.

Model the standard response format given below but put as much expression in as you can.

Call the groups attention to the following model on page 25 of the Participant's Manual.

Typical of Interchangeable Responses:

You feel__________because__________.

a. elation	a. you want something and someone is giving it to you.
b. anger	b. you want something and someone is *not* giving it to you.
c. fear	c. someone is giving something you don't want.
d. depression	d. you're avoiding something you do want.

Typical of Additive Responses:

You feel__________because__________.

a. elation
b. anger
c. fear
d. depression

a. you have to be loved by everyone.
b. you have to be perfect.
c. you have to have someone strong to lean on.
d. you have to always be strong.
e. other

Point out that when a person uses the expression "feel like" or "feel that", they really mean think instead of feel.

ACTIVITY:

Go around the group and allow each person to practice being a helper and a helpee. (Response sheet on page 26 of the Guide.)

Instructions to Trainees -

> We've been together several hours now. I imagine we all have accumulated some feelings and thoughts about what we're doing.
>
> Clients have similar concerns in relation to the counseling process (we call this "immediacy of relationship"). While we practice responding to the feelings and meanings communicated by a person, let the content of your self-exploration be your thoughts and feelings about this particular training experience.

The helper will pause before answering to give time for other group members to write the feeling they hear.

It is essential that you keep the systematic training process moving rapidly or participants will tend to get tired of waiting their turn.

Shape responses toward being slightly additive.

Get ready to introduce next topic: rating. Point out that counselor responses such as are presently being made (which includes labeling feelings and meanings) are considered interchangeable in the rating system they're about to learn.

Rating Helper Responses

Page 27 Participant's Manual

1 hour

OBJECTIVES:

1. Trainees will be able to define interchangeable, additive, and subtractive helper responses.

2. Trainees will be able to discriminate among interchangeable, additive, and subtractive helper responses.

LECTURE:

1. We're going to learn a simple rating system so that we can give each other feedback.
    a. Immediate and accurate feedback is a crucial factor in learning.
    b. We will note the quality of helper responses on a three-level scale.
        (1) The lowest point is Subtractive,

        (2) The middle level is Interchangeable, and

        (3) The highest level is Additive.

2. The three levels of facilitative responding are defined as follows:
    a. INTERCHANGEABLE RESPONSE

    If the helper identifies the obvious feeling and meaning of what the person communicates and relays this understanding back to the person with as much intensity and specificity as the person communicated, then we say that the response is interchangeable. Another way of putting it is to say that if the person could have said the same thing, the response is interchangeable. The equal mark (=) is used to denote an interchangeable response.

    b. SUBTRACTIVE RESPONSE

    If the response takes away from what the person communicated, or if the feeling is "off" or less intense; if the meaning is inaccurate or if either the feeling or meaning is missing, or past tense, it is a subtractive response and the minus mark (-) is used to record it.

c. ADDITIVE RESPONSE

If the response goes to deeper levels of feeling, if it leads to clarification, or action, or relates a feeling to a class of stimuli (helper generalized from several instances), the response is additive, mark it with a plus (+). A summary of this might be that if the response gives back more to the person, it is additive.

ACTIVITY:

Point out the three-level rating exercise on pages 28-29 of the Participant's Manual and explain that it is easier to learn to rate written responses.

Have the trainees write down a rating for each response - then call out the correct answer after each rating.

Answers to Rating Exercise

Ia	(-)	3a	(+)	5a	(+)
Ib	(=)	3b	(=)	5b	(+)
Ic	(+)	3c	(+)	5c	(=)
2a	(=)	4a	(+)		
2b	(-)	4b	(=)		
2c	(+)	4c	(-)		
		4d	(-)		

Be sure that all trainees receive correct feedback after each rating. Tell trainees that there is not necessarily one of each type of responses to each helpee statement.

ACTIVITY:

The trainer self-explores

Going around the group, have one trainee make a response while remaining trainees rate the response by holding up fingers: 3 for additive, 2 for interchangeable, and 1 for subtractive.

Three-Level Rating Exercise

Use the following code for rating: (=) Interchangeable, (-) Subtractive, (+) Additive.

1. It was one of the best things that ever happened to me–winning that race. I ran as hard as I could and thought that my lungs would burst and when I crossed the finish line and was first, I couldn't believe it. Everybody was so excited that they took me up on their shoulders and carried me around the field. It was great.
   (a) That must have been a wonderful experience.
   (b) Even now when you talk about it, your eyes light up and your face looks soft and pleasant.
   (c) You cherish that memory because it is so good to be number one and because having others accept you and look up to you is so rewarding.

2. When I was in Atlanta, I tried to get in touch with this old friend several times. I called but just never could make connections. I left word for him to call me, but we just couldn't seem to get together.
   (a) You feel disappointed because you weren't able to get together.
   (b) He was probably busy too. I'm sure he would have made it if he could.
   (c) You feel frustrated because it's disappointing not having your plans work out.

3. We were such good friends before–I'm more than frustrated and disappointed–I never thought he would ignore me.
   (a) You feel hurt because it seems to you like he put you down–like he could've made it if he had really wanted to.
   (b) You feel angry because you counted on him and he let you down.
   (c) Even now it hurts you to think about it–you wonder if you might have done something wrong.

4. Up until now I hadn't really thought about it in any light except that I was put-out–that he should've been the one to work it out....but when I think back over the time since I last saw him–I have to say that I haven't done much to keep the friendship alive–and I could've–I've been in Georgia a lot of times since then and this is the first time I really tried to see him.
   (a) As you see it–at least part of the blame is yours and although it's threatening to think about it in that light–you feel better about yourself.
   (b) It's something of a relief to take part of the responsibility.

(c) Admitting that you might be at fault too will make it a lot easier to try to see him the next time that you are there.

(d) I can still see how you might think that's a pretty sorry way to treat an old friend. I doubt that I would try again if I were you.

5. I want to maintain the friendship—it means a lot to me.

(a) It seems to me that you're saying you feel a little foolish about your initial reaction, and since you too have neglected to keep your end, you'll probably try to see him when you can.

(b) What I hear you saying is that initially you were angry and hurt when he let you down—but now you realize that you are at fault too—so you will try to relate to him again in the future without letting this incident color your attitude toward him.

(c) It's hard to admit you're wrong, yet you appear to be saying that you were.

To the Trainer

Interpersonal Process Recall (IPR)

Kagan and Associates (1967) have developed an approach to training persons in the helping professions which is,in many respects,similar to the approach presented in this manual. One of the techniques used by Kagan's group is interpersonal process recall which is described below.

Immediately after an extended interchange between a helper and helpee, the trainer encourages each participant to discuss how they experienced the process. The emphasis is on what each participant thought and felt which they did not verbalize at the time.

If video or audio recording equipment is available, an instant replay of the interaction will stimulate more complete recall.

Since the IPR procedure is time consuming, and you are usually working on a close time schedule, we recommend that the procedure be used only infrequently and with trainees who seem to be having difficulty "getting into" the experiential aspects of the training.

Empathic Responding with Expressiveness and Intensity

Page 30 Participant's Manual

1 hour

OBJECTIVE:

1. Trainees will be able to use modeling, shaping, and reinforcement to increase the intensity and expressiveness of the helpee's self-exploration.

LECTURE:

Develop the following points:

1. Stay within the helpee's language system.
2. Use as vivid, concrete, and earthy language as is acceptable to the helpee.
3. Integrate the nonverbal cues you pick up into your response.
4. Remember that a major part of your plan for helping is to lead the helpee to explore himself as deeply as possible and with as much intensity as possible.
5. Use modifiers which increase intensity (really, very); avoid modifiers which decrease intensity (kind of, sort of).
6. Avoid inflecting your voice at the end of a statement. This tends to make a statement into a question.

ACTIVITY:

1. Form triads. Rotate the roles of Helper, Helpee, and Mirror. The mirror sits slightly in front and to the side of the Helpee and mirrors all the body movements of the helpee. This will emphasize the cues that the helpee gives off so the helper will more likely pick them up.

Note to Trainer:

The mirroring activity will especially increase sensitivity to noverbal cues.

Listen for trainees who inflect their voice upward at the end of an empathic response - making the response a question (You feel angry?) Point out that intensity is increased when the voice is dropped at the end of a statement.

There is a slight change of emphasis in the program from what the Helper does to what the Helpee does at this point. This change of emphasis becomes progressively more pronounced through the remainder of the program.

To the Trainer

Summary Feeling Statements

Operational schemas are learned cognitive structures which organize subsequent information in a given domain.

Making

SUMMARY FEELING STATEMENTS

which have the

Organizational Structure of

You feel________Because__________

(And other elements as one proceeds

through helping and/or training)

serves to develop

an "operational schema" which

increases the effectiveness of

these helping behaviors:

Engaging
Attending
Responding
Personalizing
Evaluating and
Follow-Through

Summary Feeling Statements

Page 31 Participant's Manual

1 hour

OBJECTIVES:

1. Trainees will be able to make a series of helper responses to a helpee which integrate feeling and meaning.
2. Trainees will develop accuracy in rating.
3. Trainees will be able to make summary feeling statements as defined below.

LECTURE:

Develop the following points:

1. A summary feeling statement ties together the feeling and meanings which the person has been communicating.
2. A summary feeling statement provides feedback about where the person has been and some clarification as to where the person might be trying to go.
3. A summary feeling statement frequently results in the helpee exploring the experience at a deeper level or considering a related aspect of the experience.
4. A summary feeling statement helps to keep the helpee oriented to exploring his experiences systematically.
5. Summary feeling statements tend to keep the helping process forward moving.
6. Summary feeling statements frequently encompass two opposing feelings which have been expressed – thus helping the person accept parts of himself which may have been denied (personalizing).
    a. People tend to construe their experience along opposite dimensions such as love/hate, weak/strong, resentment/appreciation, etc.
    b. Many people tend to identify at any one time, with one side of their feelings and reject or distort experience relating to the other side.

(1) "You feel humiliated because you failed the entrance examination and at the same time you feel proud that you had the guts to try it."

(2) "You deeply resent your wife for not showing more interest in your work and at the same time you feel this desperate desire to be close with her."

Point out the importance of using conjunctions which tie the experiences together such as "and" rather than those which set the experiences apart such as "but."

ACTIVITY:

Have a trainee respond to you as helpee. Make several (3 to 6) interchangeable responses and then a summary feeling statement which is additive.

ACTIVITY:

Divide the group into triads and let them practice making summary feeling statements and rating. Have the rater keep score and thus give feedback:

Page 32 Participant's Manual

Feeling identified by the Rater	Feeling communicated by the Helper	Helper's Rating

Content of helpee self-exploration will be their response to feedback from the personal construct exercise in the *Workshop Primer* (page 3) and the information generated through the Strength Bombardment exercise.

Call the trainee's attention to the personal construct exercise in the Primer and return the information from the Strength Bombardment exercise according to the diagnostic procedure. Allow participants five minutes to study this information and select one possible implication to explore.

To the Trainer

*Triads

On the Nature of Triads

Social interaction between pairs is always influenced by an audience, present or nearby, and is thus triadic. A triad is a social system containing three related members. All organizations and institutions may be viewed as a linkage of various triads. Each member of a triad may be a single individual or a group.

In our competitive culture, the major system's principle of triads is for the two weakest members to form a coalition against the strongest member. At any one time, however, the total power in a triad may be distributed any one of eight ways: A = B = C;   A = B + C; etc. In competitive social structures, the dynamic quality of social interaction can be explained in part by negotiations to maintain a balance of power in triads.

Triads, IPS Training, and Organizational Development

In light of the competitiveness of our socialization process, a major problem in rehabilitation organizations is to increase the cooperation among members whose activities must be coordinated to effectively support the rehabilitation process. During the remainder of this program, most of the training occurs in triads where each member takes turns facilitating communication between the other two members. If this process is extended throughout an organization it is possible to measurably shift attitudes from more competitive to more cooperative.

Supervising Triads in Training

Trainer rotates from triad to triad. Attend first to the Helpee. Formulate a response to the Helpee. Hold the response for comparison to the Helper's response. If the Helper is not moving toward a facilitative response – interrupt and respond to the helpee in order to model the desired response.

---

*Caplow, Theodore; *Two Against One: Coalitions in Triads,* Englewood Cliffs, N.J., Prentice-Hall, 1968.

PERSONALIZING

Rating
Helper and Helpee Responses

(Programmed Material)

Page 36 Participant's Manual

1 hour (may be used as a homework assignment)

OBJECTIVES:

1. Trainees will be able to rate counselor responses on the 9-point Facilitation Scale and client responses on the three sub-scales of the Schedule of Experiencing: (a) Internalization/Externalization of Behavior, (b) Self-revealing Behavior, and (c) Self-directive Behavior.

LECTURE:

1. Explain the importance of rating
   a. The role of feedback in learning.
   b. Provide a "Process Orientation" to helpers.
2. Introduce the programmed unit (Starts on page 36 of Participant's Manual).

ACTIVITY:

1. Programmed unit may be assigned as homework at the end of the first day.
2. If programmed unit is worked in the group follow this procedure:

   Make three helpee stimulus statements to the group and have them write responses. Rate the responses and return feedback while trainees are working programmed unit.

Rating Exercise

(Programmed material may be used as a homework assignment.)

PURPOSE: The purpose of this exercise is to train you to use the Facilitation Scale to rate helper responses and the schedule of Experiencing Scale to rate helpee responses, and to explain the rationale underlying these scales.

Facilitation Scale

The Facilitation Scale is used to rate the Helper's responses. This 9-point, or stanine scale, is an extension of the 3-level scale introduced earlier: Subtractive (-); Interchangeable (=); and Additive (+). The scale incorporates both the facilitative and actions dimensions of helping discussed by Carkhuff in his numerous publications as well as the dimension of immediacy of response and intrapersonal integration which has been the major contribution of Gestalt Therapy to the helping process.

High (5 and above) ratings on the Facilitation Scale are positively correlated with constructive change in clients. Effective helpers will tend to average between 4 and 6 for any given period of responses. The pattern of responses, however, is just as important as the overall average. Where helping is maximally beneficial, you will tend to have a pattern such as this: 5, 5, 6, 5, 7, 5, 5, 5, 7, 6, 6, 6, 8, 5, 6, 6, 6, 7. Several interchangeable responses are followed by a summary feeling statement which goes to a deeper level of experiencing. These summary feeling statements frequently become more confronting as the helper gains more understanding of the person. Confrontations are followed by interchangeable responses in order to maintain the empathetic relationship, to prevent the person from becoming overly threatened or anxious, and to allow the person an opportunity to integrate his learnings.

In the Activity portion of this section you are provided a series of helper responses to rate. Correct ratings (consensus of the authors) are provided on a separate page so you can check each of your ratings for immediate feedback. This is an effective method for training you to make reliable ratings. At this time, read through the Facilitation Scale in order to get the overall picture.

LEVEL 1

(Major focus is to deny the helpee's existence or overtly punish the helpee.)

The helper does one or more of the following:

> Destructive or punitive--communicates open negative regard, threatens, puts the client down, communicates that expressing feelings is "wrong."
>
> Argumentative and/or judgmental--may answer questions with a question in a punitive manner (e.g., "I just don't know what I'm going to do"; response, "have you *really* thought about it?").
>
> Inattention--oriented away from the client, displays a "closed" body position, or does two things at once (e.g., straighten papers while responding, etc.).
>
> Ignores, denies, or distorts gross expression of feeling (e.g., client is on verge of tears, counselor ignores or refuses to acknowledge the feeling).

LEVEL 2

(Major focus is to protect the helper from involvement.)

The helper does one or more of the following:

> Ignores, denies, or distorts obvious helpee feeling.
>
> Manipulates the client through leading questions, irrelevant assignments, etc.
>
> Responds to irrelevant portions of the helpee's communication.
>
> Sounds and/or appears unconcerned, mechanical, or insincere.
>
> Responds in a vague, uncertain, or confused manner (appears to be just structuring time).
>
> Sounds and/or appears unconcerned, mechanical, or insincere.
>
> While not completely ignoring the helpee, attending behavior is poor (e.g., consistently avoids eye contact, a "closed" body position).

LEVEL 3

(Major focus is to "get the facts" and "handle the case.")

The helper does one or more of the following:

Asks content-centered questions.

Gives advice prematurely.

Ignores, denies, or distorts the perceptible helpee feelings.

Fails to discriminate between talking *about* feelings and *expressing* feelings (e.g., you feel like_______or feel that_______).

Past-tense feeling statements (e.g., "you felt. . .")

Does not "personalize" feeling (e.g., "people get angry when. . .," rather than "you are angry. . .").

Is not really "with" the client (low intensity, low involvement, attending behavior remains insufficient).

LEVEL 4

(Major focus shifts between understanding the helpee and protecting the helper.)

The helper does one or more of the following:

Assumes a complementary (symbiotic) role with helpee (e.g., being superficially supportive).

Accurately labels feeling but fails to link the feeling to environmental stimuli (e.g., "you are really depressed.")

Labels feelings in the correct category but intensity is inaccurate.

Accurate feeling and meaning is implied but not expressed (low concreteness and specificity).

Mistakes of levels 1 and 2 are avoided, but the response lacks intensity and/or depth of understanding.

LEVEL 5

(Major focus is on communicating understanding and acceptance to the helpee, making interchangeable responses.)

The helper does all the following:

Responds accurately to both feeling and meaning ("you feel_______because_______.").

Attending behavior is good (i.e., the helpee has the helper's *full* attention, displays "open" body position).

The helper is involved in the helping process (communicates concern and appropriate warmth).

Helper takes initiative to engage the helpee in self-exploration.

Presents himself as a real, genuine fellow human being who is able and willing to help.

LEVEL 6

(Major focus is on *working hard* to communicate with the helpee.)

The helper does all the following:

Accurately labels feelings which the helpee has "blocked" or mislabeled and/or accurately identifies meaning which the helpee cannot or has not "seen."

Is empathic and slightly confrontive.

Attends to the helpee by moving toward, reaching out, touching when appropriate.

Discloses self when appropriate.

Positively reinforces the helpee's self-exploratory behaviors.

LEVEL 7

(Major focus is on helping the person identify and personalize problems and/or goals.)

The helper flexibly moves from an interchangeable base to one or more of the following:

Makes a summary statement which catches the feeling and meaning themes of extended interaction.

Clarifies helpee discrepancies with empathic confrontation which helps the client "own" a series of experiences.

Contributes significantly toward defining the helpee's problem and/or goal.

Makes a response which integrates helpee feelings, thinking, and actions.

Makes responses which clarify and improve the helper/helpee relationship.

LEVEL 8

(Major focus is on helping the person grow.)

The helper flexibly moves from an interchangeable base to one or more of the following:

Focuses on aspects of the helper/helpee relationship which models concrete and specific applications of the helpee's discrepancies and of the helpee's personal and interpersonal competencies.

Makes direct confrontations to: (a) discrepancies in the helpee's information processing, (b) conditioned responses which restrict the person's options at any point in time.

Identifies goals and objectives which help the person move to where he wants to be, thus appreciably shortening the counseling process. Recurring negative feeling themes are related to illogical or irrational assumptions.

LEVEL 9

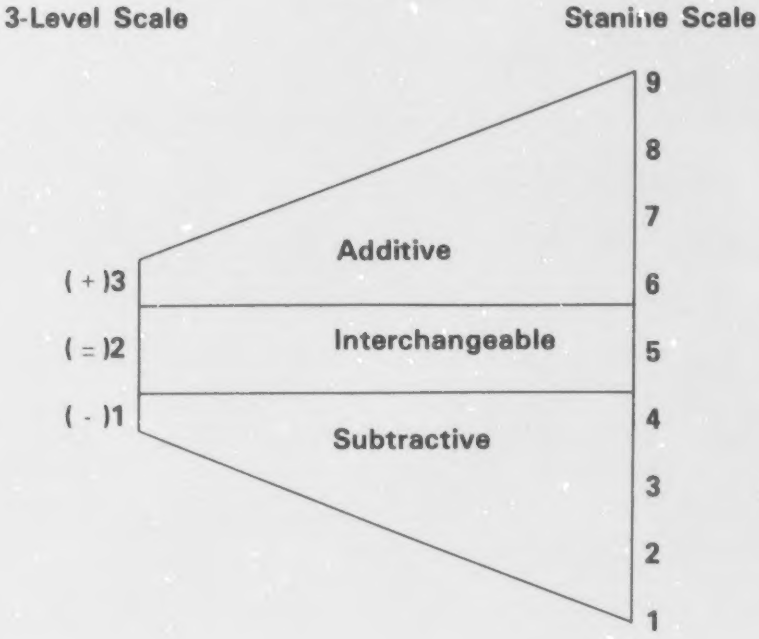
(Major focus is on the eternal now.)

The helper:

Effectively responds in an empathic and confrontive way in life-or-death situations.

Conditional regard or differential regard used to extinguish maladaptive behavior or reward growth behavior communicated with high intensity.

The Relationship Between the 3-Level Facilitation Scale and the 9-Level Scale


3-Level Scale
Stanine Scale
9
8
7
Additive
(+)3
6
(=)2
Interchangeable
5
(-)1
4
Subtractive
3
2
1

Schedule of Experiencing Scales

The Schedule of Experiencing Scales include three related dimensions of helpee behavior. Each of these three behavior rating scales describe a dimension of helpee behavior in a context especially designed to promote helpee self-exploration.

If the interpersonal situation is in fact facilitative (the helper's responses average 5 or higher on the *Facilitation Scale* then the helpee's ratings are predictive of his or her behavior in similar situations on the following dimensions:

Self-directive Exploratory Behavior. The degree to which the helpee assumes the initiative in pursuing exploration of self-in-situation. The degree to which the helpee assumes a pro-active role in introducing new and relevant material into the discussion. This scale indicates how well the helpee stays "on task" in pursuing self-exploration and how well the helpee overcomes obstacles to self-exploration including confronting the helper if necessary.

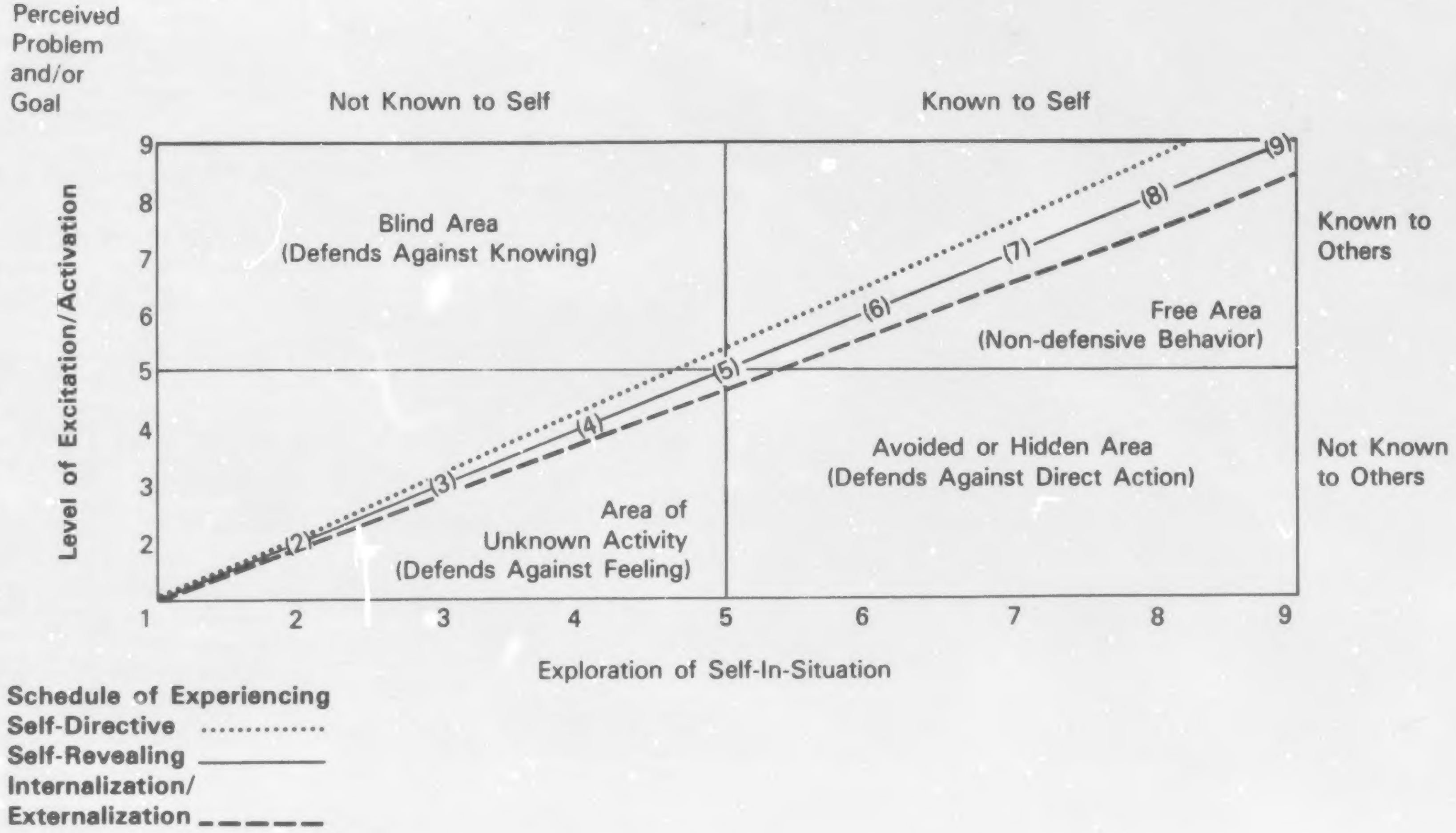
Increasing self-directive behavior is one of the basic goals of all helping. As the helper reinforces progressively higher levels of self-directive behavior, the helpee becomes more spontaneous and more assertive.

Self-revealing Exploratory Behavior. When the helpee engages in self-exploration with a helper, he or she is being self-revealing. It is primarily through revealing ourselves to others that we get more in contact with our own experiencing. The Self-revealing Scale measures the extent to which the helpee reveals his/her feelings, thoughts, and actions. It is a measure of how well what the helpee says and does reflects who he or she really is as a person. As the helper accepts higher levels of self-revealing behavior, the helpee becomes less anxious and more self-accepting.

Internalization/Externalization of Self-exploration. The major focus of the Internalization/Externalization Scale is to what degree the helpee explores himself or herself in relation to the person's situation as opposed to exploring the situation in relation to self. The scale provides a measure of the person's tendency to "own" their experience as opposed to denial, distortion, or projection of the experience. High scores on the Internalization/Externalization Scale indicate emotional maturity and a willingness to assume responsibility for one's self.

Relationship Among The Three Behavior Rating Scales. The chart on the following page shows the relationship among the three client scales and Johari Window Model of interpersonal awareness. An individual who scores high on all three scales might well represent Roger's "fully functioning person" or Maslow's "self-actualized individual." Also, those individuals scoring high on these three scales would avoid extreme psychotic, neurotic, or psychopathic behaviors.

The Relationship Between The Johari Window Model Of Personal And Interpersonal Awareness And The Schedule Of Experiencing Scales



Self-Directive Exploratory Behavior

Person	Date
Helper	Description of Helping Situation

9. Actively works through problems without evasion or dependency. Maintains constant forward movement in exploration. Makes decisions when appropriate.

8. As "7" below and is able to confront the helper when appropriate.

7. Actively explores his situation and searches for alternative solutions. Assumes responsibility for establishing the direction of exploration, for overcoming obstacles to self-exploration.

6. Assertive to a limited degree in keeping discussion "on task" - exploration of self-in-situation.

5. Asks questions about and occasionally introduces new personal (i.e., affect involved) material into the encounter. Could be described as "working at" exploration. Easily thwarted by low level facilitation.

4. "Talks about" personal affect and meaning when requested to do so.

3. Responds to discussion of personally meaningful (i.e., when affect could be expected to manifested) material in a mechanical or intellectualized manner.

2. Passive, indifferent, always waits for the helper to assume responsibility for the discussion.

1. Avoids discussion of personally meaningful material.

Self-Revealing Exploratory Behavior

Person

Date

Helper

Description of Helping Situation

9. Is completely open and without facade in the relationship. Reveals a constant stream of deeply felt experiencing without any suggestion of monitoring thoughts, feelings, or expressions.

8. Communicates strong positive or negative reactions toward the helper. Goes beyond customary fear threshold in communicating.

7. Actively seeks ways of revealing who he is as a person. Is expressive in communicating feelings, thoughts, and actions.

6. Discusses concrete and specific feelings, behaviors, and relationships with others which reveal inner feeling and thinking.

5. Behavior that is neither specifically self-disclosing nor noticeably defensive or evasive. Makes tentative moves towards self-disclosure, but with minimum risk taking.

4. Reveals self in a guarded and indirect manner through third person statements, impersonal pronouns, generalizations and abstractions, anecdotes, etc.

3. Talks about superficial aspects of his experiences, but defends against revealing attitudes, wishes, feelings, values, fears, etc. Tends to say whatever he thinks the helper wants to hear.

2. Assumes mostly a passive role. Responds to helper, leads with "Yes," "No," or "I don't know."

1. Secretive, evasive, or uncommunicative even about superficial aspects of his experiences or goals.

Internalization/Externalization of Self-Exploration

Person	Date
Helper	Description of Helping Situation

9. Deeply acknowledges thoughts, feelings, and behavior as his/her own, revealing the deeply felt attitude of being the agent of his/her own behavior. Assumes both credit and responsibility for what he/she is and what he/she does. Claims goals and ideals as uniquely his/her own.

8. Owns feelings towards the helper which were previously blocked or projected onto the helper.

7. Is usually congruent in acknowledging his/her own impulses, feelings, and behavior. Expresses both "negative" and "positive" aspects of self.

6. Deals with strong positive or strong negative aspects of self which have been previously disowned though he may still not integrate opposites.

5. Struggling to label and integrate his experiencing. Intellectually claims responsibility for self though manner may be lacking in affect, as though speaking of someone else. Verbalizations may be inconsistent with nonverbal cues.

4. Alludes to strong, self-referent feelings, but avoids concrete and specific expressions of feelings. Frequently reveals over-idealized standards and expectations. Verbalizations heavily loaded with "shoulds" and "oughts."

3. Talks of self, but almost completely in terms of his/her behavior being determined by past occurrences and external events. May talk about feelings but avoids direct expression of feeling.

2. Only looks outward for the cause of his/her problems. May use impersonal pronouns to avoid first person present tense expressions. Blocks or distorts feelings.

1. Communicates only about people and situations external to himself or herself or not at all.

Rating Exercise

ACTIVITY:
Read through both the Facilitation Scale and the schedule of experiencing in order to familiarize yourself with the overall picture. Then practice rating on one dimension at a time, beginning with the Facilitation Scale. In the series of Person-Helper responses given below, you will find a space to place your ratings. Consult the appropriate scale for each rating. Check your ratings against the correct ratings provided at the end of this section.
Be sure to check each rating and make necessary corrections before making the next response. After rating all helper responses on the Facilitation Scale (Fac________), rate all person responses on Self-directive behavior (S.D.________), then Self-revealing behavior (S.R.________), and then Internalization/Externalization (I/E________).

In order to conserve space much of the material from the helping session given below was omitted. Interchanges which best illustrate the central area of concern and which show turning points in the person's self-exploration were selected.

S.D.______
S.R.______
I/E ______

1. *Person:* (Sitting at table looking very sad and depressed. Barely acknowledges helper's presence as he approaches).

Fac ______

1H. *Helper:* Hello, Janie. You seem to feel pretty low today. I wish there were some way I could help.

S.D.______
S.R.______
I/E ______

2. *Person:* Thank you. That's all right. (looks away)

Fac ______

2H. *Helper:* Maybe, but it bothers me to see you looking so sad. If you don't feel comfortable talking to me, I wish you would talk to someone.

S.D.______
S.R.______
I/E ______

3. *Person:* I can't talk to anyone about it. I don't know how to start. It's just one of my bad days. I'll be O.K. in a little while.

Fac ______

3H. *Helper:* You feel uncomfortable because you think it might be embarrassing to talk about what's bothering you.

S.D.______
S.R.______
I/E ______

4. *Person:* Well, you know, I do have a lot of problems – so many in fact, there's not much point in going into them.

Fac ______

4H. *Helper:* You feel weighted down with problems–all of which seem too big to cope with.

S.D.______
S.R.______
I/E ______

5. *Person:* This guy–I've been going with–I just don't know....I'd like to just get away from here. Jones is going to flunk me in history anyway.

Fac ______

5H. *Helper:* You feel very discouraged because nothing seems to be working out for you.

S.D.______
S.R.______
I/E ______

6. *Person:* Yeah, what's a person to do when he can't do anything anyway. I've been in and out of college for six years now. I'd like to just go some place but I don't want to go back home.

Fac ______

6H *Helper:* You feel so overwhelmed by all the problems because everything seems so fouled up that you don't know where to start.

S.D.______
S.R.______
I/E ______

7. *Person:* If I could just feel that John really cared for me. Of course, I don't know whether I really love him or not–but I try–I really try to understand him–but he gets so mad sometimes.

Fac ______

7H. *Helper:* You feel so very alone because you can't get through to John and everything seems to depend on you having someone to love you.

S.D.______
S.R.______
I/E ______

8. *Person:* I feel great when I'm with him sometimes. We're very compatible in some ways (slight blush). --- And he's so smart, too. He can really make me feel dumb sometimes (regains composure).

Fac ______

8H. *Helper:* You really feel turned on because there's something about John which you find especially attractive. And at the same time there's something in the relationship that is very hurtful.

S.D.______
S.R.______
I/E ______

9. *Person:* If I get pregnant he won't marry me–in fact, I don't know whether I even want to marry him. He has so many problems himself that I don't think he could take care of a wife.

Fac ______

9H *Helper:* You feel so helpless because your life seems so confusing to you. You like making love with John and yet you feel very alone and afraid sometimes.

S.D.______
S.R.______
I/E ______

10. *Person:* I'm thinking of dropping out for the rest of the quarter. Guess I'll have to go home. There's nothing to do there, but at least I'll make my parents happy. They like having me home (slumps in chair).

Fac ______

10H *Helper:* The thought of failing again is very depressing. The loneliness is so overwhelming that even going home would be a relief.

S.D.______
S.R.______
I/E ______

11. *Person:* But I know I'll be miserable after I'm there a while. My parents are real good to me and Daddy is very understanding. If I stay here, I know I'll go back to John the first time he says he needs me. I could never catch up in school anyway.

Fac ______

11H. *Helper:* You feel miserable. You don't want to feel miserable and yet it's as though you don't really believe you deserve anything better.

S.D.______
S.R.______
I/E ______

12. *Person:* Daddy should've made me learn how to take care of myself instead of babying me. Mother doesn't pay any attention to him; and I sometimes think he just wants me around to have someone to talk to.

Fac ______

12H. *Helper:* Even though you appreciate your father, you deeply resent him for not helping you to grow up. It's really frightening to let yourself feel very angry at him because it seems like he's all you have right now.

S.D.______
S.R.______
I/E ______

13. *Person:* It's not just Daddy. I've never been able to be angry at anyone. My mother is so bitchy and aggressive. She used to embarrass me all the time. I was always determined not to be like her. John doesn't treat me right, but I can't fight with him. And that's the way it's been with every guy I've ever dated for any length of time. It seems like the worse they treat me the harder I try to please them. (Clenching fist)

Fac ______

13H. *Helper:* Right now you feel angry! You feel angry because you've been hurt. You're angry at your mother! You're angry at your father! You're angry at John! You're angry all over and it feels better to feel angry than it does to feel worthless and miserable.

S.D.______
S.R.______
I/E ______

14. *Person:* (Speaks softly with a tremor in voice) You're frightening me. What you say sounds right but I just feel so mixed up.

Fac ______

14H. *Helper:* Feeling angry with people whom you depend on is very frightening for you. It's like you're afraid you won't be able to express these feelings without destroying the relationship, and you desperately want to be closer with someone.

S.D.______
S.R.______
I/E ______

15. *Person:* Daddy and John say that I pout when something upsets me. I guess I do just sort of go off and feel sorry for myself rather than let people know how I really feel. I'm so miserable I don't want to be like this all the time. (crying)

Fac ______

15H. *Helper:* I think you've made a lot of progress in defining an area to work on. You recognize that you need to learn to be more assertive so you can stand up for yourself even though the very thought of doing so scares the heck out of you. We can work out a program together which will help you to become more assertive in small steps and in a way that won't be so frightening to you.

S.D.______
S.R.______
I/E ______

16. *Person:* I still feel so mixed up, but somehow it doesn't hurt quite so much. You know, one thing that puzzles me is that you seem to be interested in all of this—like why should you be interested?

Fac ______

16H. *Helper:* You're pleased that I seem interested in you and yet it's a little confusing because it's hard for you to accept that you are a person who can be genuinely liked just for yourself. The more I get to know you the better I like you. I think that you keep a lot of yourself hidden away. I'm eager for us to get started working out a training program to help you be more assertive because this will help you to get more of what you want out of life.

Answers to Rating Exercise

RESPONSE	FAC	S.D.	S.R.	I/E	RESPONSE	FAC	S.D.	S.R.	I/E
1		2	2	1	9		5	6	4
1H	4				9H	6			
2		1	2	1	10		5	5	4
2H	4				10H	7			
3		2	2	2	11		5	6	4
3H	5				11H	8			
4		3	3	2	12		6	5	3
4H	5				12H	7			
5		4	5	2	13		6	7	6
5H	5				13H	7			
6		5	5	2	14		6	7	6
6H	6				14H	7			
7		5	5	4	15		7	7	6
7H	6				15H	8			
8		6	5	3	16		7	7	5
8H	6				16H	8			

Immediacy of Experiencing

Page 53 Participant's Manual

1 hour

OBJECTIVES:

1. Trainees will use present tense when responding to helpee's feelings and meanings – emphasize here-and-now experiencing.
2. Trainees will own their feelings and experiences as indicated by not projecting them and not using impersonal pronouns and other linguistic devices such as asking questions which really make a statement.
3. Trainees will be able to help clients personalize their experiencing and take responsibility for themselves as indicated by helpees receiving higher ratings on the Internalization/Externalization of Behavior Scale.

LECTUR[illegible]

Develop the following points:

1. An increase in awareness - in and of itself – can be curative and it is always an important element of growth.
2. People frequently avoid awareness by dwelling on past experiences or anticipating future experiences.

Integration of thought, feeling and action can only occur in the present.

Example:

Helpee - "I was so angry last night when I got home from work and my husband had all his friends in for poker. He had promised to take me to dinner."

Helper - "Even now you resent the way your husband doesn't pay enough attention to you."

3. Another way that individuals reduce their awareness is through the use of impersonal pronouns:

   There is a high correlation between the use of impersonal pronouns and not assuming personal responsibility.

Example:

Helpee - "It's getting to be too much - they don't know what they really want - there ought to be some pleasure in working!"

Helper - "You're fed up with your job. The people in charge disgust you and right now you feel helpless about what to do."

Example:

Helpee - "It's been going pretty good at home lately. Things are a lot better when you have somebody to talk to."

Helper - "You feel good about the progress you've made in getting along with your family and you're encouraged to keep trying - I'm glad I've been able to help you see that you can make things happen."

4. Here are some techniques to use to help clients stay with their here-and-now experiencing. (Page 53 of the Participant's Manual).
   a. Use present tense feeling words and verbs when responding to the helpee.
   b. Use expressions like, "And you still feel...," or "And even now you feel...," or "Here-and-now you feel..."
   c. Confront with "When you keep dwelling on these past experiences I get ________(bored, confused, or whatever feeling you do get) and tend to tune you out. I wonder if it is your way of tuning yourself out."
   d. Ignore all past or impersonal references and only attend to here-and-now self-reference material.
   e. If the helpee uses pronouns (such as this person, a friend, he, or she)., you use the name in your response.
   f. Say, "Tell me what *you* mean when you say word X or use gesture X," as opposed to "what does word or gesture X mean?"

ACTIVITY:

Go around and have each trainee relate some past there-and-then experience to a helper. The helper will respond so as to help the person bring the experience into the here-and-now. Other trainees write down the main feeling word.

Be sure to model the helper response first.

Have half the group rate each helper's response on the Facilitation Scale (hold up the number of fingers to indicate the level - one through nine). Have the rest of the group rate the helpee on Internalization/Externalization.

Be sure to use positive reinforcement freely.

Remember to listen for trainee's use of "you feel *that*" or "you feel *like*".

Concreteness and Specificity

Page 54 Participant's Manual

1 hour

OBJECTIVES:

1. Trainees will increase their sensitivity to and ability to discriminate words which are over-compacted, vague, and non-specific.
2. Trainees' verbal response to helpees will average at least 3.0 on the Concreteness and Specificity Scale. (Introduce the Follow-up Package and refer the group to the section covering the Concreteness Scale.)

LECTURE:

Working within the helpee's language system as much as possible, the objectives when responding to the helpee are:

a. To label the feeling in as concrete and specific terms as possible.

b. To label the stimulus for the feeling – first, in as concrete and specific terms as possible - then to higher order concepts which combine related instances.

c. Relate the immediate (concrete and specific) experience to the helpee's conceptualization of himself or herself which is more abstract and general.

d. Shape the helpee's behavior toward the use of more operational language – particularly in goal setting.

Example:

If the client makes a statement like, "I want to be a good student."

Helper: "I imagine you have some specific grades in mind for each subject which would make you a good student."

ACTIVITY:

Instructions to Trainees -

We're going to take a few minutes now to get into our own feelings. Try to identify as specifically and concretely as you can what your most often recurring negative feeling is. For the next two minutes observe yourself as you get more into this feeling and notice specifically what you do to bring the feeling about. Try responding to yourself – I feel_______because_______and I really want_______.

Background music can be helpful for this exercise. The song "Have A Little Talk With Myself" may facilitate this exercise as would others.

Instructions to Trainees - (after two minutes)

See if there is a deeper feeling which underlies or causes the feeling you are presently identifying.

Notice your breathing.

Instructions to Trainees - (after two minutes)

When you are sure that you have identified, in the most specific and concrete terms possible, your most often recurring negative feeling - write the feeling down on these tabs of paper and place them face down in the center of the group.

Trainer provide uniform tabs so they can not be identified.

Instructions to Trainees -

I'm going to shuffle these tabs and read them one at a time. You see if you can guess who wrote each one.

(With the group intact) When participants start guessing, suggest that they talk directly to the person and say why they think it is that person.

Always reinforce participants for speaking directly to a specific person.

Emphasize immediacy, concreteness and specificity in all the interaction.

Empathic Responding with Variety

Page 55 Participant's Manual

30 minutes

OBJECTIVES:

1. Trainees will be able to respond to the feeling and meaning of helpees without sounding mechanical or rehearsed.

LECTURE:

Don't use the same words in your response as the helpee used.

Try to select terms which are slightly more specific and concrete, immediate, expressive, and intense than those used by the helpee.

Alternate the structure of the basic response format thus:

You feel____________because____________.
You are____________because____________.
You must be____________because____________.
Because____________you feel____________.
Because____________you are____________.
You feel____________since____________.
You feel____________in that____________.

ACTIVITY:

1. Ask for a volunteer to be the helpee. Go around the group and let each participant make one response to the same helpee. Trainer makes the first response and then each helper uses a different form of, You feel____________because____________. Rate the Helpee's responses on the I/E, S.R. and S.D. Scales.
2. Trainer selects a helpee who seems to be having difficulty getting into self-exploration to repeat the process in #1.

Helper Self-Disclosure

Page 56 Participant's Manual

1 hour

OBJECTIVES:

1. Trainees will be able to explain the relationship between self-disclosure and healthy functioning.

2. Trainees will be able to explain how helper self-disclosure facilitates helpee self-exploration.

3. Trainees will be able to discriminate when to make facilitative self-disclosures and demonstrate how to do so.

LECTURE:

Develop the following points:

1. Self-disclosure is one important aspect of genuineness.
    a. Self-disclosure involves the facilitative sharing of the helper's past experience and/or beliefs.
    b. Self-disclosures which relate to the helper's immediate feelings toward the helpee are included in the next section - Immediacy of Relationship.
2. The absence of self-disclosure is a major cause of social alienation and self-alienation.

    Growth (self-actualization) is not possible until one becomes acquainted with and begins to be his real self.
3. Self-disclosure is what helpees do as they engage in self-exploration.
    a. Generally, the more self-disclosure the helper models the more the helpee will explore himself.
    b. Self- disclosure on the part of the helper is a reflection of his genuineness and communicates a willingness to enter into a significant relationship with the helpee.
4. If the helper avoids being open and self-disclosing his way of being will not elicit and reinforce self-disclosure from the helpee – no matter how much the helper gives lip-service to being open and self-disclosing.
5. Self-disclosure on the part of the helper is especially helpful when the helpee feels alienated and different and doesn't believe that other people ever feel like he or she does.

6. It is important that the helper relate his self-disclosures to the helpee's experiencing. The focus is always on the person of the helpee.
7. Here are some examples of the facilitative use of self-disclosure.
   a. "I just don't see how anybody could feel the way I do. I'm so lonely. Nobody seems to care about me–whether I live or die. I really have nothing that I care to live for. Just me and my cats. You seem so self-sufficient; you've never felt like this, have you?"

      "Loneliness like that hurts so badly...yeah, I've felt like that when I was so desolate because my life seemed to have no purpose... felt so useless. I can understand the desperate feeling of wanting to make contact and yet not able to risk letting your needs be known by someone who may have similar needs."
   b. "Have you ever really hated your wife. Have you ever wished she were dead. God, I'm confused, one minute I look around and think there are no good marriages and the next minute I look at someone and think, he has never even thought about killing his wife. I feel like some kind of monster."

      "You hate so strongly that you wonder if anyone else could have experienced such strong feelings. These feelings, and wondering if they are normal really threaten you. I guess you're also asking me if I have had experiences like that...frankly, I can remember several times that I wished that I had the guts to kill her, or even to kill somebody else...that much anger is frightening."

ACTIVITY:

1. Trainer assume the role of helpee. Go around the group letting each trainee make a helper response until someone incorporates a self-disclosure in their response. Allow brief discussion.
2. Direct the group's attention to the "Life Line" on page 56 of the Participant's Manual. Ask that they write down their date of birth, the current date and their estimate of when they will die. Suggest that each trainee take a minute and consider what you've done with your life and what you would really like to do.

   Form triads and rotate the roles of helper, helpee and rater and explore with a helper the thoughts and feelings you have about your life line.

Develop the point that it is frequently more difficult for clients to reveal what they really and deeply want than to talk about their health, finances, or sex life.

Be sure to move frequently from group to group and use positive reinforcement freely.

This activity provides many opportunities for you to model additive responses. When you are observing a triad and not under pressure to respond to every interchange, you will better be able to see and hear what the helpee is communicating. Respond for the helper anytime you have something helpful to add.

Remember that training is helping. That the life of a training group goes through the process of exploration, understanding, and action. The trainer demonstrates the helping process by helping trainees explore, understand, and change behavior that makes them less effective helpers.

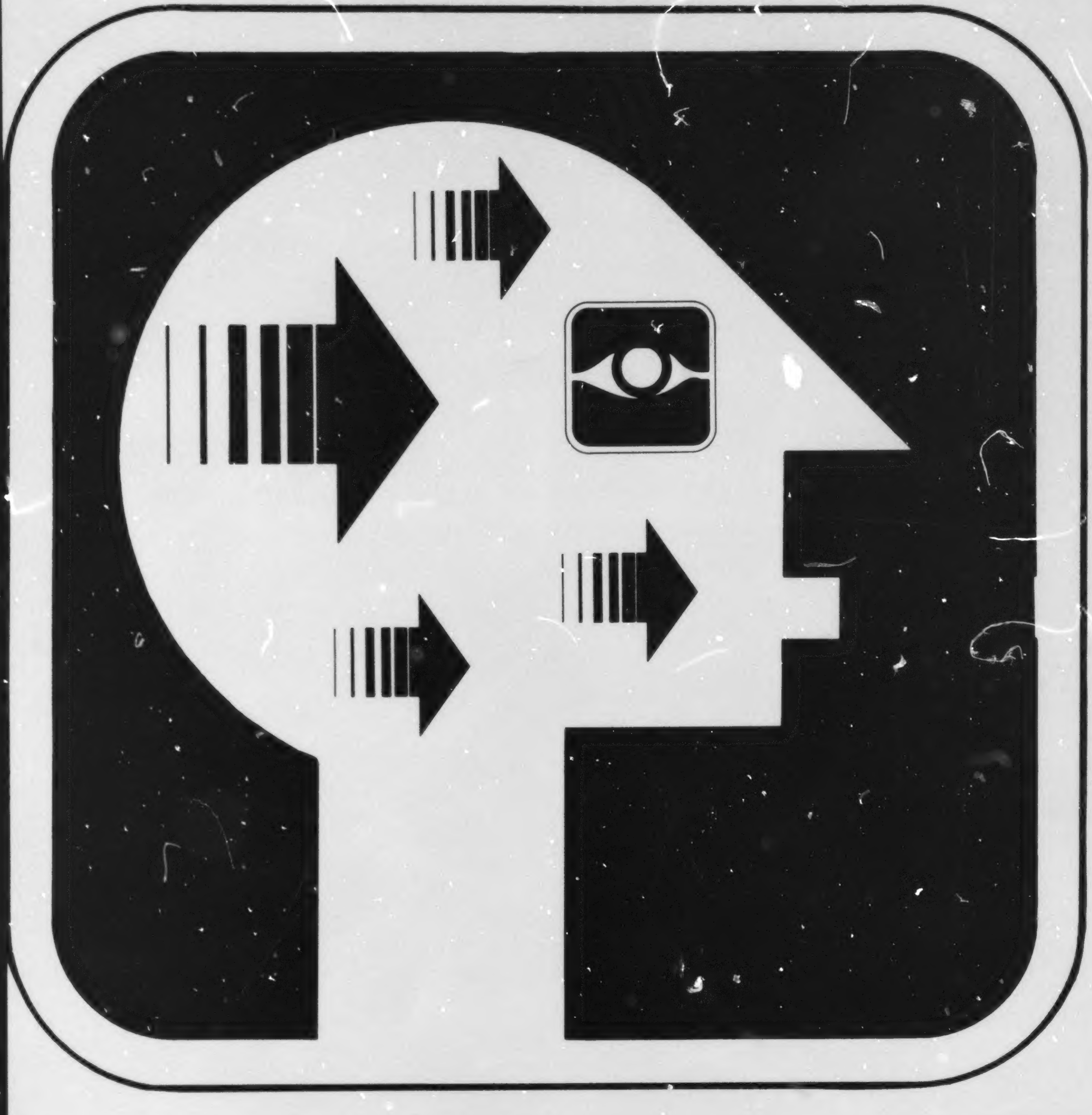
Study the checklist on the communication of genuineness on page 56 of the Participant's Manual. Pick one of the five aspects of Genuineness that you think you are weakest on and ask the group to give you feedback if they see you violating this aspect of being genuine.

To the Trainer

Avoid Reinforcing Maladaptive Behavior Patterns

A major determinant of effective counseling or psychotherapy is to be able to maintain an intense relationship while avoiding assuming a complementary role to the maladaptive stance of the client. For example, if the client's basic stance toward his environment is one of dependency, then the helper must avoid assuming either dominant or supportive roles, or if the client's major stance is one of hostility, the helper must avoid complementary roles such as being conciliatory or bullying.

Helper responses which incorporate "You feel_______ because_______ _______" allow the helper to maintain an intense relationship and at the same time avoids complementary roles. When the helper is responding from the frame of reference of the helpee, it is unlikely that the helper will get locked into any particular role.



INITIATING

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Immediacy of Relationship

Page 60 Participant's Manual

1 hour

OBJECTIVES:

1. Trainees will demonstrate the ability to recognize verbal and nonverbal cues which signal a need for clarifying the nature of the helper-helpee relationship.

2. Trainees will demonstrate the ability to use the helper-helpee relationship as a means for teaching particular interpersonal skills and concepts.

3. Given a conflict or potential conflict situation, trainees will demonstrate the ability to state clearly: (a) the other person's feeling and position, and (b) his own feelings and position.

4. Trainees will identify any behaviors or attitudes which restrict their ability to enter quickly and deeply into intimate relationships.

LECTURE:

Develop the following points:

1. Immediacy of relationship has to do with how to be both empathic and genuine at the same time.
   a. Recognizing and labeling what a person feels and what he or she wants does not obligate you to provide what the person wants.
   b. The demands that a helpee makes on you either overtly or covertly, usually indicates ways that he/she employs to manipulate people into satisfying desires rather than to develop his/her own capacity to satisfy needs.
2. Engaging a helpee in an intense and intimate relationship can be very anxiety provoking for the client and sometimes for the helper unless the strong feeling which is generated is labeled and integrated into an interpersonal context which is acceptable to both persons.
   a. The typical vocational rehabilitation client is not accustomed to having a stranger, whom he perceives as representing the government, respond to him in such a personal way.
   b. The helper is always sensitive to the helpee's communication which provides an opportunity to clarify the nature of the helper-helpee relationship, and when appropriate, initiates such clarification himself.

3. The development of interpersonal skills does not eliminate conflict - it shortens the time required to resolve the conflict and increases the probability of reaching a mutually acceptable resolution.
   a. A legitimate conflict exists when *another person's* behavior *materially* and *substantially affects you* in an *undesirable* way, or when *your behavior materially* and *substantially affects another person* in an *undesirable* way.
   b. Much conflict can be eliminated simply by determining whether the behavior in question materially and substantially affects you.
      (1) If a client habitually shows up late for appointments, this behavior materially and substantially affects you in an undesirable way because it wastes your time.
      (2) If a client wears his hair longer than suits your taste, this is not a legitimate source of conflict because it does not materially and substantially affect you.
   c. The most effective way of reducing legitimate conflict is: (a) to communicate your understanding of how the other person feels and what his position is (accurate empathy) and (b) how what he or she is doing makes you feel and what your position is (genuineness).

Example:

> I understand that you resent being here---and think it's a waste, and yet I get so mad when you're late and waste my time that I almost quit caring--but I do care what happens to you!

ACTIVITY:

Keep the group together. Each person, in the role of helpee, pick out one behavior or characteristic of someone in the group which detracts from that person's ability to be a helper for you. Tell the person what they do that you think could be improved. The person identified will respond as helper. The helper first makes an empathic response showing that he understands how the helpee feels and why. Then the helper communicates his feelings and position. (Refer the trainees to the list on page 62 of the Participant's Manual.)

The trainer will need to provide a lot of encouragement and shaping of responses in this exercise.

Some trainees will resist giving negative feedback. This is a behavioral characteristic which reduces the effectiveness of helpers. Therefore, you can model the immediacy of relationship skill by responding first empathically and then genuinely to these individuals.

> Trainee - "I just haven't picked up anything negative about anybody - everyone seems so friendly and helpful. (this individual almost always wears a smile).
>
> Trainer - "The thought of confronting someone is frightening to you because it seems to conflict with your idea of being kind."
>
> Trainee - "I don't like people tearing me down so I'm not going to tear anyone else down!
>
> Trainer - "Your feel resentful because you think you're being pressured into giving negative feedback when you don't think it's helpful to do so.
>
> I admire your independence. All I ask is that you try the experience and then make up your mind about it."

Confronting the Helpee's Discrepancies

Page 63 Participant's Manual

2 hours

OBJECTIVES:

1. Trainees will be able to explain: (a) what confrontation is, (b) why it is helpful, (c) how confrontation can be most effectively carried out, and (d) when confrontation can be effectively used.

2. Trainees will demonstrate the ability to give and receive confrontation.

3. Trainees will demonstrate a trend to confront helpees about strengths and undeveloped potentials three times as often as confrontation about weaknesses.

4. Trainees will make confrontations which focus on the helpee's information processing rather than focusing on the actual information being processed. (Example: If the counselor is convinced that the client has made a very unrealistic vocational choice, the confrontation will be more helpful if it focuses on that aspect of the client's decision making process which resulted in the unrealistic decision, rather than arguing against the decision.)

LECTURE:

Develop the following points:

1. Confrontation is a process where the helper gives feedback to the helpee about how the helpee is processing information in a particular context.

2. Confrontation is for the purpose of increasing personality integration and self-responsibility and for reducing discrepancies in the helpee's information processing.

3. Confrontation is also the means whereby the helper uses his influence to persuade the helpee to assume responsibility for himself.

4. Within the helpee, discrepancies can exist:
   a. Between two cognitive elements (thoughts) which are dissonant.

   b. Between two affective elements (feelings) which are dissonant.
   c. Between two behaviors which are dissonant.
   d. Between what the person says (thinks) and what the person feels.
   e. Between what the person says (thinks) and what the person does (behavior).
   f. Between what the person feels and what the person does.

5. If any two elements in the helpee's thinking, feeling, and acting are related and discrepant, the helpee will experience this discrepancy as anxiety or cognitive dissonance.

   The anxiety will be reduced by:
   a. Changing one or both elements towards concordance.
   b. Redefining one or both elements so they don't appear to be related (compartmentalization).
   c. Denying or distorting information relevant to one or both elements.

6. The helpee is most likely to attend to, accept, and resolve his discrepancies under the following conditions:
   a. In a personal relationship where he feels understood, accepted, and valued.
   b. In an on-going process of self-exploration which is guided by an empathic helper in such a way as to make explicit the discrepancies in a concrete and specific context (i.e., Helper-Helpee relationship).
   c. When the confrontation is followed by an empathic response which reflects the feeling and meaning the helpee is experiencing after the confrontation.

ACTIVITY:

1. Select a member to be helpee (someone who appears to be ready to accept confrontation). Going around the group have each participant make one response to this helpee. Stop the process for discussion when a good example of a confrontation occurs.

2. Divide the group into triads and rotate the roles of helper, helpee, and rater. Practice extended interchanges until helpers are able to make a confrontation. The rater rates the helper on the Facilitation Scale and rates the helpee on Internalization, Self-revealing, and Self-directive behavior.

Thematic Summary Feeling Statements

Personalize the Problem and/or the Goal

Page 66 Participant's Manual

2 hours

OBJECTIVES:

1. Trainees will be able to define that thematic area of concern which has been expressed through a series of helper-helpee interchanges.

2. Trainees will be able to label the primary feeling and meaning related to this area of concern.

3. Trainees will be able to personalize the problem by identifying the helpee deficits which lead to the problem.

4. Trainees will be able to personalize the understanding by identifying helpee goals that flow from the personalized problem.

5. Trainees will be able to respond to a helpee in such a way as to incorporate objectives 1 thru 4 and to suggest a possible action to help the person get from where he is to where he wants to go.

LECTURE:

Develop the following points:

1. In a relatively non-threatening relationship, the helpee will make repeated references to some major area of concern.

2. After sufficient exploration and understanding is achieved, a Thematic Summary Feeling Statement provides a vehicle for organizing the understanding so as to identify the implied action:
   You feel_______because (you)_________and you want_______.
   You will need to_______________________________________.

3. Define needs in terms of observable skills (initiative skills, attending skills, decision skills, etc.).

4. Goals are what the helpee wants to do, know or feel. They are to be stated in behavioral terms.

5. Always help the person identify the first step he is to make in programming a behavior change.

6. When trying to personalize the client's message, it might be helpful to ask yourself; What are the implications or consequences of what the client is saying or trying to do. When you do this, the feeling word often changes.

ACTIVITY:

1. Direct trainees to the exercise on page 66 of the Participant's Manual. Assume that each of these helpee statements were made after a series of exploratory interchanges. Direct trainees to write responses by filling in each of the blanks. Allow time for feedback and discussion after each response.

   Helpee: I've enjoyed my training here, but now that it's time to leave and get a job, I find that I don't want to go. I don't want to leave my friends behind. I've never been very sociable but I've made some good friendships here and I don't want to leave them.

I Exploration - (Helping the helpee explore where he is)

Interchangeable Responses:

Respond to helpee's feelings about self at same level and intensity as expressed by helpee.

Respond to feeling and meaning.
"You feel__________because____________."

II Understanding - (Helping the helpee to understand where he wants to go)

Additive Responses:

Respond to dominant theme of helpee's expression.

Respond to deficit theme in helpee's life.

Step I Personalize the Meaning

1. Relate the meaning directly to the helpee's experiences.
2. Make the helpee directly responsible for the meaning.
3. Helpee must internalize the meaning and "own" his experience.

"You feel_____ _because (you)___________________________."

Step 2 Personalize the Problem

1. Help the helpee understand what he cannot do that has led to his experience.
2. Formulate problems in the present. When personalizing meaning, helpee was allowed to formulate the problem in the past. When personalizing the problem he is not.

"You feel___________because you cannot _____________________."

Step 3 Personalize the Feeling

1. Now is the time to check back with helpee's feeling.
2. Ask what implications of the personalized meaning and problem.
3. Feeling word sometimes may change.

"You feel___________because you cannot _____________________."

Step 4 Personalize the Goal

1. Establish where the helpee wants to be in relation to where he is.
2. Determine behavior that is opposite the personalized problem.

"You feel__________because you cannot__________________
and you want to ____."

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III Action - (Helping the helpee to get from where he is to where he wants to go)

Step 1

Identify and define the helpee's needs. What does he need to achieve his goal.

"You feel__________because you cannot ________________
______________and you need_________________skills to be
able to _______________________."

Step 2

Develop the first step toward the goal.

"You feel____________because you cannot __________________
___________and you need____________________to be able
to____.
Your first step is_______________________."

Step 3

Develop intermediary steps to the goal.

2. Working in the group, each person has a turn as helper and helpee. Make interchangeable responses until helper can make a Thematic Summary Feeling Statement. The helper is rated on the Facilitation Scale.

Assign:

Two members to rate the helper facilitation.

Helpee is rated on Schedule of Experiencing.

Two members to rate the helpee on Self-directive behavior.

Two members to rate the helpee on Self-revealing behavior.

Two members to rate the helpee on internalization of behavior.

Post-Test

Page 70 Participant's Manual

2 hours

Evaluation:

1. Play the five stimulus statements used for Pre-test.
2. Administer content test.
3. Have participants fill out Instructor Rating Form and Program Evaluation Form.

Follow-Through:

1. Introduce and explain the Follow-up Package.

Refer to the Follow-up Package several times during the training group. Keep a copy nearby so you can point to specific sections.

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Helpee Stimulus Statements

1A. I want to go home next weekend, but I just know Daddy's not going to send me the money. (depressed)

2A. I'm not feeling too well lately. When I was at the State Hospital, they gave me some medicine and it makes me sleepy. (depression)

3A. I wanted so badly to pass that civil service test. I think I could do the work if I could get on, but I guess I'm just not much good at taking tests. (anger)

4A. When Sally broke in front of me in the lunch line, I felt like just going up to her and telling her to go to the end of the line--but I just couldn't. (fear)

5A. I try to be nice to people. I want the people at work to like me, but it seems that I just can't ever get through to anyone. Why doesn't someone else try a little? Why should I have to make all the effort? (anger)

6A. I had the best surprise today. My English teacher stopped me in the hall and said, "You know, I really enjoyed reading your paper. It just filled me up with good feelings." I didn't know what to say. (elation)

7A. It just seems like I can't get all my problems straightened out, I really have some bad things going on - I don't think I'm normal. (fear)

8A. I just can't talk to the other girls at all. I get nervous and I just can't find anything to talk about. We just don't have anything in common.

9A. I just sat there in a daze. Mother was saying that I should try another quarter. Father was saying I never had any business going to college anyway. My girlfriend was saying I should make up my own mind. I couldn't do or say anything. (depression)

10A. She's such a sweet child and I want to look after her because she's had a raw deal. I feel warm and tender toward her.

11A. Things are going pretty good today. I set up a list of things to accomplish and feel pretty good about it.

12A. I don't know. It's one of these days I can't seem to get started. I'd just like to lie around and read a good spy book. I'm sick and tired of everything right now.

Helpee Stimulus Statements

1B. They took my scholarship back because I lacked just a little maintaining a "B" average. (anger)

2B. I wish I could go and talk to the instructor about this but he always makes you feel so stupid. When he finally gets around to talking to you at all, he uses such big words that I don't understand him. I know I should be able to do it on my own, but I just don't know where to start. (depression)

3B. I don't think anyone else feels the way I do, I'm just not normal.

4B. I just don't know if I can take it at that Rehab Center or not. You told me before I went there would be about a 2 to 1 rato of people that are crippled and handicapped to the normal people, but my God, there must be 5 or 6 of these people in wheelchairs to me.

5B. I know I should have these feelings, but everything gets me down. When I drive down the expressway I think about running into an abutment. It haunts me. (depression)

6B. Look--I'm just not too sure--in fact, it frightens me to think about having to get along without you being here to help me.

7B. I didn't tell her the truth. I wanted to, but I just couldn't tell her that I was out with someone else on our anniversary. (fear)

8B. I don't think anyone likes me. My teachers in school didn't like me, my boss at my last job didn't like me, and I'm not even sure *you* like me.

9B. I told my wife and boss that I'd really "clean up"—win those awards at the school, but now that I've met some of my competitors, I'm not so sure of myself anymore. What will I tell my wife and boss if I don't get an award? (depression)

10B. Once I was Miss Louisiana. I was in the Miss America contest and had a year of traveling and being on television. Everybody knew who I was. Now I hardly ever get a date. I'm working as a barmaid. I have nothing to live for. (depression)

11B. Yeah, things are working out well, I got my family moved and I'm here where I can get training. We're happy.

Helpee Stimulus Statements

1C. "You don't have all the decisions we do, drugs, sleeping with someone, freedom, cars–you just don't understand. (anger)

2C. It's Daddy. He's left home–this time for good. He has nearly driven me crazy when he's home. You know he's always drunk. He beats me and Mama. So I'm not sure I'll miss him–maybe it's just the idea that he's left us.

3C. My mother-in-law is a problem. Maybe I got married too young–the children came too fast. I feel like I've always been tied down. (anger)

4C. I've spent ten weeks working on this damn research project, and he tells me that it's not valid. I feel like I've just wasted my time. Why didn't he tell me before I went through all this. It's been hard work and I thought I was doing something great–now I feel like nothing–a bum–a stupid jerk! (anger)

5C. I can talk with the other girls who have had a baby, but it is hard to talk with those that haven't. Sometimes I wish I didn't have a baby at all. (depression)

6C. I just don't have any idea what I want to do. I don't know if I want a job or if I want to go to school or what.

7C. Yeah, I have asthma. Every once in a while I have a spell, my eyes water, and I can't breathe. The doctor gave me medicine to control it, but it doesn't help much.

8C. It's really disgusting the way they enforce rules here. It's not the rules, it's the way they're enforced - calling you out and making you look like a child.

9C. I don't understand why they do that. It really bugs me. They wait till the very last minute and then expects you to perform miracles.

10C. If I could only just sleep, but I can't do that either without pills and there's always the awful time when it's time to wake up.

11C. You really did this for me. How in the world can I ever thank you. This makes me the happiest person in the world.

Helpee Stimulus Statements

1D. It's so comfortable. I've never known anything like it before. Sometimes I think it's just too good to last. (elation)

2D. When I tell my folks that I don't plan to live at home when I graduate, they are going to have a fit.

3D. You say you want to understand me, but you don't really give a damn how I feel.

4D. I know I should go and visit my mother this weekend, but if she is in one of her bitchy moods I really don't think I can take it. I'm already getting a headache just thinking about it.

5D. I feel like doing something crazy. I've been sitting in this damn salvation army dump for three days. I know I'm going to do something awful, but I don't want to.

6D. I want to learn whatever it is we're supposed to be learning here, but I just feel so bad when everybody looks at me.

7D. The asthma spells always go away, but I can't plan anything because I might have an attack, and it's very embarrassing.

8D. My doctor sent me over here. He said you might be able to help me get a job or get back in school or something.

9D. There's nothing that really turns me on. About all it seems like is a chance to make a coupled of bucks. It's just been bugging me. I quit my job two weeks ago because I was too bored.

10D. I don't think I can handle it. I just barely got through high school with a lot of help and I don't think I can face college in a predoctoral program. What I really want to do is take a business course. I think I'd make a good office worker.

11D. You know what? I'm accepted! I'm going to get to go to school.

12D. Listen. I'm next to go. I don't know if I can do it or not. Will you stay with me? I took these pills to try to calm down, but I'm going to blow this interview - I know I am.

Helpee Stimulus Statements

1E. I feel bad because when I first heard that Betty was sick I was glad. I was glad she wouldn't be interviewing for the same job.

2E. It's really hopeless--I try to relate, to understand, to be of some help. But each time I try I feel I get slapped down. It really is pretty futile. I'm not at all sure I want to keep trying.

3E. I just want to get away from here. If I run into George anywhere, after what happened last night, I'll just die. I've got to get away today--right now!

4E. I'm not sure about me as an individual; as a worker; my job performance. I want to know but I don't want to risk someone telling me. If I'm doing good-- they ought to tell me without my risking.

5E. For the first time in my life everything is perfect. I don't have any problems. There's nothing at all to worry me.

6E. I never really thought about trying to find something. I'd like to find something, but nothing has come along. I'm kind of getting fed up with drifting.

7E. There are five people in the office. I've never really been close to any of them. You know, I've tried, but... this one fellow that works next to me, I managed to work it around so we would have coffee at the same time, but he seems to be in a hurry to get away.

8E. I just can't sleep. When I do go to sleep, I have these terrible nightmares. I can feel myself just falling to pieces.

9E. I don't think other people think of me as an intelligent person either. They just see a fat slob, nothing.

10E. I've tried so hard. I've taken part in class discussions; I try to be helpful to others in the group. I really like the school, but I'm not going to graduate.

11E. If she would just tell me "I might love you someday," or something like this. It doesn't really matter. If she would just say, "I hate you." I've been told that before too. Then I could really get her off my mind.

12E. There is this person in the office that I had hoped would understand that he would get to know me if I tried to talk to him, but after 15 minutes, he turned his back. I don't understand it.

Helpee Stimulus Statements

1F. God, would I like to get away from her! Sometimes I think I'll marry the first guy that proposes just to get out of that house.

2F. I'm doing better than I was doing last quarter because I've been studying more.

3F. I wonder if my feelings may have changed. He's been in the service, you know and I think he's changed from the person I used to know. Maybe all brides get this feeling when the time comes.

4F. One time I think I'm really getting through to him, and the next time I just want to bury my head in the sand like an ostrich. Maybe, it's really me rather than him. At this point it's awfully hard for me to tell.

5F. It's great for a change. Last year I had some awful teachers. They made you feel like the lowest things on earth--and work--it was ridiculous. Nothing that you'd learn from, just a bunch of silly busy work so's it looks like they were doing something.

6F. I really think instructors ought to be rated by their students and someone ought to pay attention to what kids are saying. Some of those instructors are off their rockers and some are lazy, and some are just downright mean.

7F. I'm just not sure what I want to do...perhaps be a musician, perhaps a math teacher, but I think I want to work with people.

8F. I've been with the AA for months and they haven't helped me any. I still get drunk on the weekends. They haven't come up with anything that can help me.

9F. Yeah, that was the thing to do. You know, you graduate from high school, and your parents want you to go to college and...it has not really been my idea. I would just like to go to a trade school.

10F. It's hard for me to accept all these contradictions. He seems to want to help but then he backs up.

11F. They say, "we know", but they really don't know. One person at the AA meeting told me he was an alcoholic for fifteen years - but he don't understand how it is with me when I want a drink - *he don't understand!*

12F. Cold turkey stuff - that won't get it. They tell me they're going to help me work things out, but nothing has happened - nothing. It hasn't done me any good.

Helpee Stimulus Statements

1G. I woke up this morning feeling like a million dollars! I don't know why. I just think it's great being alive. I know something good is going to happen today.

2G. I'm flunking. I've tried everything and I just can't seem to get it. I don't know what to do, I just can't concentrate.

3G. Well, I suppose it's going all right. Since Xmas a lot has been going on. I went skiing last weekend up in the mountains - that was a lot of fun. Nothing really exciting has happened, kind of dull. I did win $10.00 playing poker, that will keep me in beer money for a week.

4G. I can't understand my roommate. She's smart and really sharp looking but she keeps doing things that get her in trouble. If I had what she has, I could really take advantage of it.

5G. I went down to see him with what I know is a solution to our problem and he told me to go get some facts, then we would talk about it. Hell, I had the facts but he wouldn't accept it.

6G. There's no one left to turn to. I can't trust any of my friends now.

7G. I can hardly blame my folks, I was drunk when I had the wreck and they had a hard time keeping me out of jail. It cost them a lot in face and money, but still I'd like to be able to use the car.

8G. Well, I guess my classes are OK. I haven't well,... school is school. You go to class and you learn about the same thing in most of them, but I suppose it's all right. I'm not that turned on about school, I guess.

9G. What the hell does he know about it! My husband never gives me any help or attention, just figures because I can make a high score on one of these cruddy tests, I've got it made.

10G. Every time I try to implement something new, the other workers seem to think it is only for my personal gain and not for the good of the shop.

Helpee Stimulus Statements

1H. I sometimes wish I could just forget about morality. Like last night I wish I could have done what I felt like doing instead of pushing Joe away and starting a fight.

2H. I'm really sick! I went home the other day--I guess you could call it home, me and the cat. And I got sick. I thought, "What if I die, nobody will find the body."

3H. I just don't think I want to go on living like this. There's nothing to live for. I will not.

4H. It makes me feel so inadequate that I can't tell him. I just keep telling myself, this time, I'll really let him have it and then I just let him get by with it again.

5H. You know, when I came here, I was on the honor roll in high school. I've always been able to breeze through most things, but in college it's been a lot tougher and I don't know...I study the same, but I'm not cutting it. I've tried everything, but nothing seems to work.

6H. I just can't seem to get oriented to my job. The people around me seem to know what they're doing but I'm not sure.

7H. My father worries about the weather, but he doesn't worry about the way I feel.

8H. I just can't relax in this group. I'm getting so uptight that I can't think. In fact, I can hardly breathe. I really don't think I can take much more of this.

9H. I don't know what to do, sometimes I get going in circles. I try and try and I don't get anywhere. I just don't know, I've always been a success, always until now, it's getting to me. I just don't think I have it anymore.

10H. When I try to argue with him he just says, "You'll never change," or "I am wasting my breath on you, you'll never learn."

11H. Nothing seems to go right for me. I seem to be pushing against a locked door.

12H. You know I resent it. I have to take on extra jobs just to make ends meet and then she bitches because I'm never at home.

Helpee Stimulus Statements

1I. It seems so useless. No matter how hard I try I just can't seem to make the grades. I know what they expect but I'm not sure that I can live up to their expectations.

2I. My boyfriend just called me and told me he has VD. I just don't see how I can face going to the doctor for a check up. I feel so dirty--I don't think I could ever look at a boy again.

3I. I've really worked my butt off to get where I am, to accomplish what I've managed to do. It's kind of like the stronger I get that way, the stronger I have to be.

4I. I can't stand being in the dorm at night. I'll plan to stay in and study but by the time seven o'clock comes I'm pacing the floor. By 7:15 I'm calling every girl I know trying to get a date. I just can't stand being by myself.

5I. I haven't been home in four months. My folks are coming to school this weekend and since I've let my hair and beard grow out, I don't know how I'm going to face them.

6I. I've been worried about myself. I don't seem to be real excited about girls and lately I haven't been thinking much about it. I thought maybe it's just my medical problems keeping me occupied, but I don't know...

7I. I don't know what to do about Sue. She just comes in and helps herself to my clothes. I don't want to make her mad, but she is bigger than me so she stretches them out of shape.

8I. All the girls around here are so stuck-up. They think they are doing you a big favor going out with you. I'd like to poison the water supply going to all the girls' dormitories.

9I. Yesterday this queer came up to me and - you know--asked me. I didn't do anything, but it bothers me now. I've heard that people find their own kind, I don't know. Have you ever had anything like this happen? What do you do?

101. You know, mathematics can be pretty interesting sometimes. I wish I had more time to really dig into it. Today was one of those days I really hated to stop working on my homework when it was time to come over here.

Helpee Stimulus Statements

1J. I know why I do so rotten in school. I'm a lot like my uncle and grandfather. They made a career out of the military so they would have someone to make them do what they needed to do.

2J. It just seems like I'm not with it, I never have really done anything people will notice. Everyone seems to have done something, but you know here I am a senior and I really haven't done a damn thing.

3J. I really don't know what in the world I'm going to do about where to have this baby. Richard says New Orleans and my parents keep telling me Natchez, so I'll have help.

4J. Every time we have a break at school I have to go home to stay. I just can't take it anymore. The way Mother carries on her whoring right in front of me and my little sister just makes me sick.

5J. Keith has really been difficult since our move. He shuts himself in his room and won't talk to us at all about school or anything.

6J. I don't date, I don't play football, I'm lucky to make C's. How come I can't be a success like everyone else?

7J. I know I'm intelligent. I have a good vocabulary. People don't avoid me. Yet, when I get into a social situation I feel terrible. I try to make conversation but the words just don't come out.

8J. Everybody here seems so phoney to me. You all smile and act like you want to be helpful while you're here, but I don't think you would give me the time of day outside this group.

9J. I'm just a big tease. I lead every guy I see on and it really is exciting. But if I ever let a guy touch me I just feel sick. All guys ever see in a girl is her body.

10J. I cheated on an exam today. I keep thinking about that I should feel guilty but I don't. The whole course is a lot of crap. I'm not going to waste any more time memorizing junk if I can get through the course without it.

Helpee Stimulus Statements

1K. My husband comes stringing in. He looks so depressed. Never says anything--just sits down, shakes his head. I never know if it's his work or his health or me, but I always think it must be me.

2K. They cut off my claim just because I didn't take that job. My God, I get more than that for unemployment pay!

3K. I have a problem I need to discuss with someone. It's been on my mind for months and I can't get any one to listen. It's like living in a world alone. You see people, work with people, have lunch with people, and they don't seem to respond to anything you're trying to do or even recognize you're there.

4K. Your office is always such a mess. I don't know how you ever find anything. Jane said you lost her test scores before she ever saw them.

5K. I'm broke. No job, no money, and now my wife has taken my car and gone.

6K. Look, this is about the 5th time I've been in your office and I'm tired of it. I'm tired of you looking out the window and making little notes on your desk that don't mean anything! What in the hell do I have to do to get you to know that I'm here?

7K. I don't know why I didn't come in for my appointment last week. I just felt so nervous that I couldn't face anyone. I hope you don't mind. I know you're trying to help me.

8K. If this is what is going to happen every time, then I've had it. If this is all counseling is, then count me out!

9K. I don't know what to do with her or for her--all she does is cry and take those tranquilizers.

10K. I really wish I could tell you what you mean to me. I almost want to tell you that I care more for you than anyone in the world. It's really a strong feeling. I just want you to know, you're special.

11K. How could you do this! You are the most despicable little brat I have ever known. You are completely unfeeling to anything I have a need for. I could kill you!

Helpee Stimulus Statements

1L. My supervisor is always telling my people what to do. The other day I had a girl who is a student and he told one of my staff to fix her hair some other way. He didn't even ask me; he didn't even tell me. It just confuses everybody.

2L. I just come to work every day and try to stay out of people's way. They sent me to school but I've really given up on their trying to use anything I've learned.

3L. Everything is just going great! I can't believe it, everything is falling right in place!

4L. He doesn't even talk to me. He really doesn't appear to listen. It's like he really wishes I were dead.

5L. If I only knew what was going to happen. I'm just afraid to face them, I...I don't know what to expect. If I had any idea what to expect I wouldn't mind.

6L. I try to stay out of trouble. I even think every day of what I'm going to do that day. I don't want another bust, but it seems like something just drives me into doing something against the law.

7L. If I go to work and she smarts off at me, I am just going to quit.

8L. I've had all this I want. You can just tell them to take it and cram it, I'm leaving. Tell them for me.

9L. If there is one thing I would like, it's to learn to drive a car. You're no where if you can't drive a car.

10L. Oh, God. How can I possibly get through that? I can't even make a decision. I can't face it.

11L. You really did this for me. How in the world can I ever thank you. This makes me the happiest person in the world.

12L. I didn't understand why they do that. It really bugs me. They wait till the very last minutes and then expect you to perform miracles.

13L. I was sitting there in the audience when my son graduated from the eighth grade. When I saw him receive his diploma, it really did something to me, and I started to cry.